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ABSTRACT

Part 1 of this report outlines the concept of vouchers and the nature and objectives of the New Rochelle study. The more pertinent work tasks undertaken to accomplish the objectives are contained in the appendix. The authors describe their position regarding the voucher plan, highlight its major elements, and outline the steps the district should take during the next school year to implement the plan. Part 2 contains the general design of the plan, in which each major component of the plan is discussed such as district governance and program school selections in order that the reader might understand fully the depth and breadth of such an understanding in New Rochelle. (Authors/JF)

EDUCATIONAL VOUCHERS IN NEW ROCHELLE

PHASE I
GENERAL DESIGN OF VOUCHER PLAN

BEST COPY AVAILABLE

PREPARED FOR
CITY SCHOOL DISTRICT OF NEW ROCHELLE

JULY 1973

PMM&Co PEAT, MARWICK, MITCHELL & CO.

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NEW YORK, NEW YORK 10022

August 3, 1973

The Board of Education
City School District of New Rochelle
New Rochelle, New York

Board Members:

The attached report presents Peat, Marwick, Mitchell & Co.'s design of a voucher plan for the City School District of New Rochelle. The Plan is responsive to the District's needs and uniqueness and feasible for implementation in New Rochelle.

In Part I of the report, we outline the concept of vouchers, the nature of the New Rochelle study, and the study's objectives. The more pertinent work tasks undertaken to accomplish the objectives are contained in the Appendix of this report. We then describe our position regarding the Voucher Plan and highlight its major elements. The final section outlines the steps the District should take during the next school year to implement the Voucher Plan.

Part II of the report contains the general design of the Voucher Plan. In the design, we discuss each major component of the Plan, e.g., District governance and program/school selections, so that the reader can understand fully the depth and breadth of such an undertaking in New Rochelle.

* * * * *

We wish to express our appreciation for the courtesy and assistance provided by persors in the District as well as the Office of Economic Opportunity and the Center for the Study of Public Policy. We look forward to a successful implementation of the Voucher Plan in the City School District of New Rochelle.

Very truly yours,

Peat, Marwick, Mitchell & Co.

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PART I

A. Educational Vouchers in New Rochelle

Educational vouchers are far from a new concept. Their origin can be traced back to Adam Smith who recommended that government give parents money to hire teachers in the conviction that parents will look after their children's interests more effectively than the state. However, until comparatively recently, it has generally been accepted that effective control over education should be vested primarily in legislators, schools boards and educators--not parents.

Major Elements

There are now several proponents of vouchers e.g., Messrs. Milton Friedman and Christopher Jencks. However, although they each have their own version, or model, of the voucher concept, several elements are basic to all of them. Parents are provided with detailed, factual descriptions of alternative programs available in all the schools participating in the voucher demonstration (i.e., "voucher schools"). Thus, unlike one aspect of public education in the nineteenth and early twentieth century to enforce conformity, the voucher concept fosters diversity in the educational marketplace.

In addition, vouchers introduce the idea of consumer sovereignty into the education marketplace. Instead of arbitrary program/school assignments, children are placed in voucher programs/schools which their parents feel are most appropriate for them.

Parents are assured that programs will be responsive to their expectations and desires since they determine a school's budget by selecting (or not selecting) the given school's programs for their children.

More specifically, a voucher is worth the average annual cost of educating a child in a voucher school. Each participating school's administrative budget and individual program budgets equal the voucher value times the total number of children (hence, vouchers) who have been assigned, on the basis of parents' indicated preferences, to that school and its programs. (Some models also provide for budgetary adjustments for factors such as teachers' salary differentials and the higher cost of educating disadvantages pupils.) Obviously, programs which meet parents' (their children's) needs will have high enrollments, and thus substantial monies to operate, whereas those programs which fail to do so could, in the extreme case, be forced to terminate.

Basis for New Rochelle's Involvement with Educational Vouchers

The City School District of New Rochelle (hereafter referred to as the District) is vitally concerned with providing each child the best possible education with the limited resources available to it. It, therefore, investigates continuously innovative learning methods and new management processes including ungraded classes and the open classroom and management-by-objectives and program budgeting, respectively. Consistent with its willingness to experiment, the District

decided to undertake a voucher feasibility study, and hopefully as a result of the study, to implement a feasible voucher design into the schools.

The District believes the voucher concept may further improve the quality of education in New Rochelle by:

- Increasing parents' involvement with their children's education, particularly in selecting the programs they consider most appropriate for their children, in recommending changes to existing programs, and in suggesting new programs.
- Offering equal educational opportunities to all children regardless of economic and/or social considerations.
- Providing numerous innovative, specialized programs which truly satisfy various groups of parents instead of one (or only a few) program which for the most part fails to meet parents' demands. (Parent satisfaction is guaranteed by their control over the enrollment in each program and hence over the voucher monies (budget) available to it.)
- Improving the quality of teaching by making teachers responsible for managing their respective programs and hence truly accountable to parents for the programs' effectiveness.

. Improving children's educational experience and hence their attitude toward education by enabling them to attend the type(s) of program(s) which is best suited to their needs and interests.

The Federal funding agency is financing the cost of the feasibility study and also will reimburse the District for costs which are attributable to the voucher demonstration. Thus, vouchers will not result in any substantial increased financial support to education on the community's part during the entire demonstration period.

Study Approach

The District engagement Peat, Marwick, Mitchell & Co. to design a voucher plan for the District's elementary schools which is responsive to the District's needs and uniqueness and hence feasible for implementation in New Rochelle. The designing of this plan represents Phase I of the project. Phase II will consist of (1) an information dissemination process to inform the community of the key stipulations in The Voucher Plan, as well as of suggested programs for the first year of the voucher demonstration, (2) a community survey to test key provisions of The Voucher Plan and reactions to suggested programs, (3) discussions with the community regarding any revisions in The Voucher Plan and programs based on survey results, and finally (4) a school-by-school vote on The Voucher Plan by parents and teachers. Phase III will consist of the steps necessary to implement the approved plan by the beginning of the 1974-1975 school year.

The work plan Peat, Marwick, Mitchell & Co. utilized to accomplish the study's objective is outlined in the Appendix of this report.

B. Recommendation and Summary of Voucher Design

Peat, Marwick, Mitchell & Co. believes that the general design of The Voucher Plan, as described in this report, is a feasible approach for implementing and operating a voucher demonstration in New Rochelle. The Plan is consistent with the regulated compensatory voucher model in that schools must provide parents with accurate, verifiable information on programs to allow parents to make intelligent choices, all children have an equal chance of being assigned to a given program unless such assignment conflicts with District policy or practice, and schools cannot charge tuition beyond the value of the vouhcer. It is compensatory in that additional money is provided for disadvantaged children.

At the same time we believe The Plan feasible, we also recommend that the Federal funding agency should revise some of the guidelines and stipulations it set forth in the feasibility study. More specifically, as noted in The Voucher Plan text, we believe the required total enrollment (approximately 4,000 pupils) of the schools which ratify The Vouhcer Plan might be excessive, especially since it is, in essence, an experiment which impacts on many sensitive issues. Accordingly, the required enrollment should be reduced to better assure the community's adoption of The Plan. In addition, we consider the value of the compensation voucher ($250) too low to encourage New Rochelle schools to meet the needs of disadvantaged children since it represents a fairly small amount of the money New Rochelle is already expending per pupil. Indeed, it is lower

than the amount the District is spending for disadvantaged children under the provisions of ESEA Title I.

A Potential Problem

Assuming the District and the Federal funding agency can reach agreement on these issues, there still is a potential problem which the District cannot overlook, and therefore, must constantly study throughout the voucher demonstration. There is the possibility of an added tax burden on the District when Federal funding terminates if (1) the District decides to continue with The Voucher Plan, and/or (2) there has been a considerable rise in enrollment due to the attractiveness of vouchers to pupils currently attending non-District public schools. In the latter case, State aid would only compensate the District for a portion of the cost of educating these pupils. Any additional costs would have to be funded through increases in the property tax.

Major Provisions of Voucher Plan

The major provisions of The Vouhcer Plan as it now stands are summarized herein. The Plan is, however, by no means a final, unalterable document. It may be modified even before implementation on the basis of suggestions made during the community survey this fall, or at any time during the demonstration as certain alternatives appear more desirable than these currently included. Among the alternatives which may be changed, for example, are the degree of parent/teacher involvement in program governance, the compostion of the EVAC, and the like.

Adoption of The Voucher Plan

. The decision regarding whether or not to adopt The Voucher Plan will be made on a school-by-school basis. Parents and teachers will vote separately. The number of times each family unit votes will equal the number of children they will have in each of the District's elementary schools during the first year (1974-1975) of the demonstration.

. A majority vote in favor of The Voucher Plan by both parents and teachers is necessary for its approval in a given school. At least two-thirds of the eligible family units must vote and a majority of the votes must be case in favor of The Voucher Plan. Teachers will be given an opportunity to vote after the parents have voted.

. If a majority of parents' votes in cast against The Voucher Plan, this will constitute an automatic veto in the given school and teachers will not be required to vote.

. In order for The Voucher Plan to be considered adopted by the District, the schools which approve it per the above procedure must have a combined enrollment of approximately 4,000 pupils in the 1973/1974 academic year (or a lower number as suggested by us on page B.1).

Educational Voucher Authority

. The New Rochelle Board of Education will be the Educational Voucher Authority (EVA). The EVA will have real, rather than apparent, control over the implementation and administration of The Voucher Plan.

New Positions

The following key positions will be established during the voucher demonstration:

. Voucher Project Director: responsible for implementing The Voucher Plan and for overseeing administrative aspects of the demonstration on a day-to-day basis.

. Coordinator of Public Relations and Information Dissemination: responsible for disseminating to parents information on The Voucher Plan, on program/school alternatives, and on developments during the voucher demonstration.

. Coordinator of Research, Planning and Evaluation: responsible for assisting with the establishment of new programs and for implementing management systems.

. Voucher Aides: responsible for describing factually each program/school to parents and for instructing parents on the proper completion of the voucher form.

Educational Voucher Advisory Committee

. There will be an Education Voucher Advisory Committee (EVAC) which will serve the EVA in an advisory capacity in matters dealing with program/school information dissemination, pupil admissions, and the establishment of new schools. Its function is to assure that these areas of the voucher demonstration are operating according to the stipulations in The Voucher Plan.

. The EVAC will consist of five teachers, five parents, five members of the administrative staff and five members of the community at large.

Program/School Guarantees

. A child who is enrolled in one of the District's elementary schools (an enrollee) is guaranteed the privilege of remaining in his current program and school during the demonstration.

. A pupil is not guaranteed the "enrollee privilege" if he chooses another program (not the one in which he is enrolled) in that school on another school. However, every effort will be made to assign each child to his first choice program.

- A pre-school sister or brother (sibling) of a child currently enrolled in one of the District's elementary schools is guaranteed the privilege of attending the same elementary voucher school attended by an older brother and/or sister, i.e., that older brother and/or sister must still be attending the elementary school when the younger sibling is enrolled.
- A non-enrollee who lists only one program choice (in various locations) on his voucher form is guaranteed admission to that program at some location (and most likely at this first choice location) unless the unaccommodated are not sufficiently numerous to start the program at another location.
- A non-enrollee who lists more than one program choice (in various locations) on his voucher form is still guaranteed admission to his first program choice if he cannot be accommodated in any of the other choices on the form.
- An enrollee or non-enrollee transferring to another voucher school during the demonstration will be granted an enrollee privilege to remain in that school and in that program for all succeeding years.

Voucher Programs/Schools Selections

. Parents will be provided with information on (1) the voucher concept, (2) The Voucher Plan per se, and (3) New Rochelle's voucher schools/programs.

. Voucher Aides will inform parents of program/school alternatives via direct discussion in individual sessions.

. Parents may list four program/school choices in preferential order on the voucher form.

Program/School Transfers

. Parents can transfer their child (for whatever reasons) to another program and/or school at the end of November, February and April, or at some other time if the Director of Pupil Personnel believes the transfer should occur.

New Voucher Schools

. The District will encourage and cooperate with any individual, group of individuals, such as parents and/or teachers, or non-profit organization to establish a new voucher school. The schools are "new" in the sense that they never existed before, not in the sense that they are housed in a new building since this probably will not be the case.

Transportation

. The transportation function may well increase during voucher demonstration because parents (pupils) may elect to attend schools outside their attendance area.

Curriculum Design and Implementation

. Principals, teachers, parents, and others will be encouraged to constantly suggest changes in existing programs as well as for new programs in order to assure that programs are responsive to parents' (children's) demands.

Program Evaluation

. Programs will be evaluated during the demonstration to determine their effectiveness in achieving stated objectives and their impact on the child.

Regular Voucher

. The regular voucher will be equal in value to the amount of money the District plans to spend annually on each public elementary pupil.

. The amount of money available to teachers and building principals to operate their programs and run their buildings will equal the number of elementary school pupils admitted to each program times the regular voucher amount after excluding (1) certain systemwide administrative costs which are common to all schools

and persons in the District, and (2) all special program and parochial school monies. This is necessary to determine only the District's on-going costs of regular elementary education.

Compensatory Voucher

. The Federal funding agency will grant an additional $250 per year (compensatory voucher value) to each child who qualifies as disadvantaged (or perhaps more as suggested on page B.1).

. Compensatory monies must be assigned to the program in which each eligible child is enrolled.

. Compensatory monies can be utilized by the teachers and principal as they see fit as long as the monies remains with each child's program choice.

C. Voucher Plan Implementation

The Federal funding agency requires that the voucher demonstration commence in September, 1974. Peat, Marwick, Mitchell & Co. is entirely aware of the pressure this puts on various members of the District's staff to complete each pre-implementation step. In view of time constraints, it may not be possible, for example, to effect all desired changes in existing programs or introduce many new programs or to expard administrative services such as the pupil and teacher information system during the first year of the demonstration. Nevertheless, we believe the District will be able to implement many of the more significant components of The Voucher Plan if it adheres to the schedule outlined below.

Implementation Step	Suggested Completion Date
1. The Board of Education submits The Voucher Plan to Federal funding agency together with a letter expressing its desire to proceed with the voucher project.	August 15, 1973
2. The Board of Education requests a letter from the Federal funding agency assuring that New Rochelle will be designated a voucher demonstration site commencing September, 1974 and lasting for a period of 6-8 years providing the community ratifies The Voucher Plan according to the provisions contained herein.	August 29, 1973

Implementation Step	Suggested Completion Date
3. Central administrative staff members, principals, and teachers design public relations/information dissemination procedure including methods of: (a) informing community of the major provisions of The Voucher Plan, (b) designing descriptive outlines of existing and suggested new programs, (c) surveying the community to obtain their reactions to The Voucher Plan and suggested alternative programs, (d) assessing feedback from community survey, and (3) voting on The Voucher Plan and program (current and proposed). In addition, the person(s) responsible for carrying out each of the above steps and related costs must be determined.	September 12, 1973
4. Board of Education obtains Federal funding agency's agreement to fund the cost of the public relations/information dissemination process described in Step 2.	September 19, 1973
5. Principals, teachers and interested parents prepare general descriptions of alternative programs for their respective schools.	October 29, 1973
6. Members of central administrative staff, with input from principals and teachers, design document intended to inform the community of key provisions in The Voucher Plan as well as survey questionnaires.	October 29, 1973
7. District disseminates information to community regarding The Voucher Plan, and suggested new programs.	November 12, 1973

	Implementation Step	Suggested Completion Date
8.	District conducts community survey to determine reactions to The Voucher Plan as well as current and proposed programs.	November 19, 1973
9.	Board of Education and District personnel analyze survey results.	November 28, 1973
10.	Discussions with community regarding any revisions as a result of the survey and regarding method of voting on The Voucher Plan and specific programs.	December 7, 1973
11.	School-by-school vote by parents on The Voucher Plan.	December 17-21, 1973
12.	School-by-school vote by teachers on The Voucher Plan.	January 7-11, 1974
13.	Ratification by EVA to continue with project based on school-by-school vote results.	January 18, 1974
14.	Selection of Voucher Project Director, Coordinator of Public Relations and Information Dissemination, Coordinator of Research, Planning, and Evaluation, clerk-typist, administrative secretary, and Voucher Aides.	On-going to Jan. 23, 1974
15.	Selection of methods of building governance by principals and teachers.	January 23, 1974
16.	Coordinator of Public Relations and Information Dissemination prepares program/school information forms, and distributes them to schools together with the tabulation of parents' votes on alternative programs.	January 28, 1974

	Implementation Step	Suggested Completion Date
17.	Principals, teachers and parent volunteers complete program/school information forms; programs described will reflect those with parent support per voting results.	February 8, 1974
18.	Coordinator of Public Relations and Information Dissemination (1) determines all New Rochelle parents with elementary school age children, (2) prepares the Voucher Information Package to parents, i.e., (a) a booklet describing the voucher concept and The Voucher Plan, (b) a description of New Rochelle's voucher schools/programs, (3) the voucher form and back-up instruction/information sheets, and (4) a postcard regarding scheduling of program/school information session with Voucher Aides.	February 22, 1974
19.	Voucher Information Package distributed to parents.	February 25, 1974
20.	Selection of EVAC members (except for Parent Representatives who cannot be elected until voucher project is on-going and program assignments have been made).	February 28, 1974
21.	Parents return postcards regarding sessions with Voucher Aides.	March 8, 1974
22.	Voucher Aides schedule program/school information sessions with parents.	March 15, 1974
23.	Parent sessions with Voucher Aides on program/school alternatives.	April 22, 1974
24.	Seminars for central administrative staff, principals, and teachers.	On-going
25.	Deadline for return of completed voucher forms to Coordinator Public Relations and Voucher Information.	April 26, 1974

Implementation Step	Suggested Completion Date
26. Voucher Project Director determines pupils eligible for compensatory voucher.	May 1, 1974
27. Coordinator of Public Information and Information Dissemination and other voucher project staff member contact parents who have not returned voucher form by April 26.	May 3, 1974
28. Coding/tabulating of voucher forms and determination of program/school assignments.	May 17, 1974
29. Program/school selection made by member of central administrative staff for all parents whose vouchers have not been received.	May 17,1974
30. Schools notified of pupils' program/ school assignments.	May 21, 1974
31. Schools make necessary adjustments including classroom allocations.	May 24, 1974
32. School Business Administrator determines value of the regular voucher and the voucher amount assigned to building administration and programs.	May 24, 1974
33. School budgets prepared by principal and teachers based on voucher value, number of pupils assigned to each program plus pupils eligible for compensatory vouchers.	June 14, 1974
34. Parents notified of their children's program/school assignments and requested to complete questionnaire re transportation needs (in cases where eligible per District policy).	June 10, 1975

	Implementation Step	Suggested Completion Date
35.	EVA approves District's budget.	June 24, 1974
36.	Questionnaires re transportation needs due.	August 16, 1974
37.	Coding/tabulating transportation questionnaire; arrangements for lease and/or purchase of additional busses, additional personnel, garage space.	September 1, 1974

At the same time the District is completing the steps cited above, the School Business Administrator and Coordinator of Research, Planning, and Evaluation should be formulating plans for the phased implementation of program budgeting and accounting, and pupil/teacher information systems. Because the program budgeting and accounting system will assist the District in identifying voucher monies with programs and in controlling expenditures within approved budget lines, this system should be designed and installed first. The detailed systems design should commence in December 1973, followed by equipment selection in January-February 1974, if applicable, followed by system's testing and debugging in April-June. Program budgeting and accounting should be operational by the Summer, 1974.

PART II

Introduction

The general design of the New Rochelle Education Voucher Plan (herein after referred to as The Voucher Plan) for the City School District of New Rochelle (herein referred to as the District) was prepared for the ten elementary public schools in New Rochelle. It is compatible with the existing District desegregation order, District policies and practices, District union agreement, the New York State Constitution and laws, the New York State Commissioner of Education's Regulations, and the stipulations of the Federal funding agency.

If the Voucher Plan is ratified according to the method stated herein, it is anticipated that the voucher demonstration will commence in September 1974 per the Federal funding agency's request. All other dates mentioned in The Voucher Plan, i.e., regarding the parent/teacher vote, the dissemination of the voucher information package, and the like, are based on this "given" September commencement date. It is also anticipated that the demonstration will receive Federal funding for a period of six to eight years. However, Federal funding is guaranteed in two-year installments only.

A.I - Education Voucher Authority

The New Rochelle Board of Education is the Education Voucher Authority (EVA). The EVA will have real, rather than apparent, control over the implementation and admininstration of The Voucher Plan.

A. Authority

The EVA's authority is consistent with that of the New Rochelle Board of Education, and is also compatible with the existing New York State Constitution and laws, the New York State Commissioner of Education's Regulations, and the stipulations of the Federal funding agency.

B. Responsibility

The EVA is responsible for assuring that the voucher demonstration is implemented and operated in accordance with the stipulations set forth in The Voucher Plan. To the greatest extent possible, the EVA will adhere to the basic voucher concept of decentralized educational management by giving principals, teachers and parents free choice in governing their schools and in selecting programs.

C. Meetings

At least for the first few years of the demonstration, the EVA will set aside time during their regular meetings to enable EVAC (Education Voucher Advisory Committee) members and members of the community at large to voice opinions regarding the progress of The Voucher Plan.

A.II - District Organization and Administration

A. Underlying Philosophy

Overall responsibility for the implementation and operation of The Voucher Plan remains within the present administrative organization. However, to the greatest degree possible, responsibility and authority are decentralized to the individual school level, and within each school, to the program, teacher, and individual parent level.

B. Systemwide Management

1 Composition

Systemwide management includes personnel with overall responsibility for the implementation and operation of The Voucher Plan. This responsibility is divided among those now on the central administrative staff, such as the Superintendent, the Assistants to the Superintendent, the School Business Administrator, and the Director of Pupil Personnel Services, as well as among several newly-established staff positions.

2. Staffing Requirements

Additional staff, as indicated below, are required to handle the day-to-day implementation and operation of The Voucher Plan during the initial three or four years of the demonstration. At least one staff member, The Voucher Project Director, will be required for the entire duration of the demonstration.

a. Voucher Project Director is responsible for implementing The Voucher Plan, and for overseeing administrative aspects of the demonstration on a day-to-day basis under the Superintendent's

direction and in cooperation with other members of the central administrative staff when their specific areas of responsibility are involved. His* annual salary will be between $25,000 and $30,000. The exact amount for this position and those described below will be determined through negotiations with the Federal funding agency.

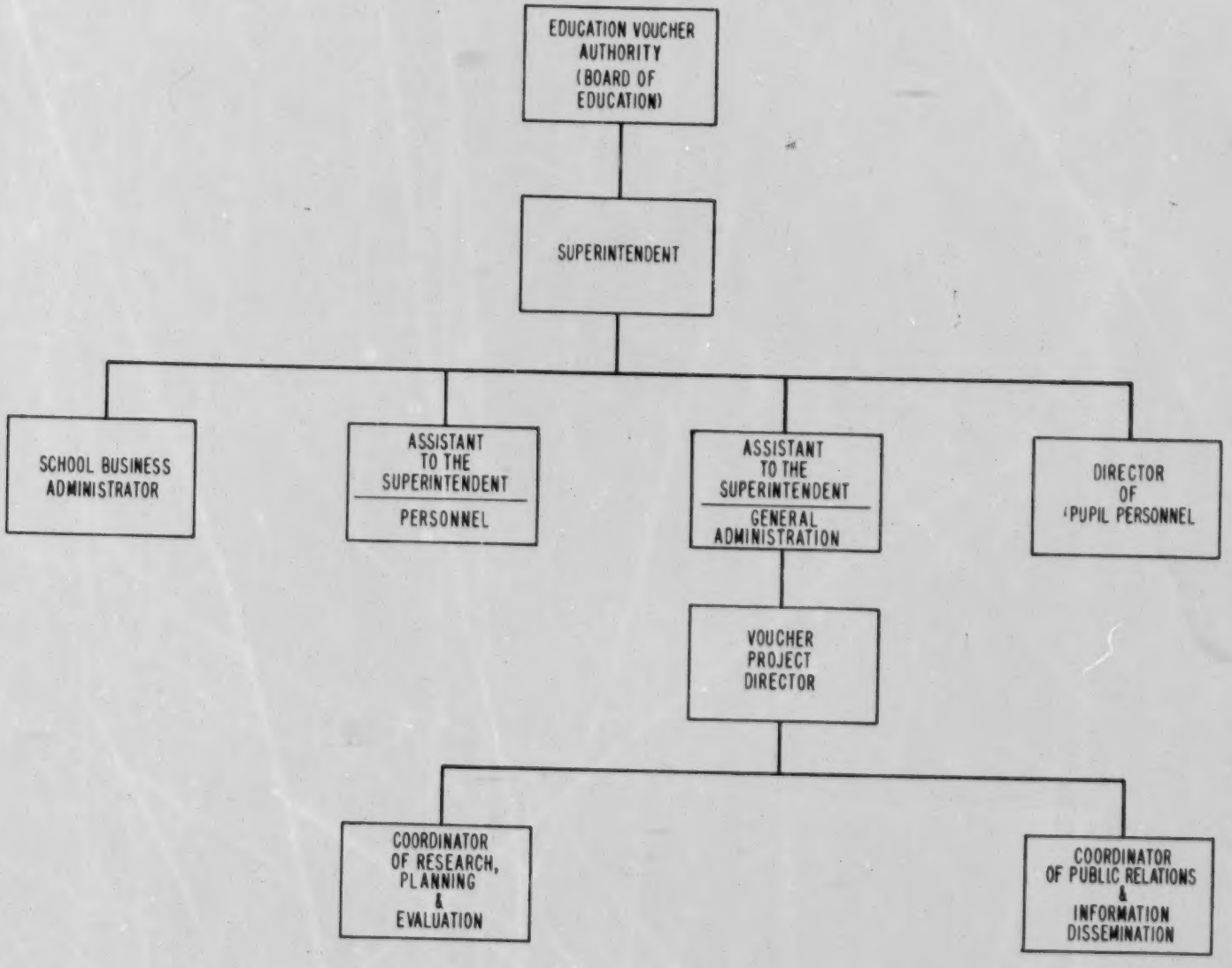
b. Coordinator of Public Relations and Information Dissemination is responsible both (a) for disseminating to New Rochelle parents of all elementary school age children information regarding The Voucher Plan, program/school alternatives, and developments during the voucher demonstration, and (b) for assuring that all such parents are properly informed of program/school choices via conferences with Voucher Aides. His annual salary will be approximately $20,000.

c. Coordinator of Research, Planning, and Evaluation is responsible for assisting Program Managers, teachers and other personnel in establishing new programs and for implementing, in conjunction with other central administrative personnel, all management systems recommended in The Voucher Plan, e.g., school-by-school accounting and budgeting, pupil and teacher information systems, a program/school admissions system. He is also responsible for developing an approach for evaluating the demonstration on behalf of the District. His annual salary will be approximately $25,000.

* Throughout the following text, "his" refers to his or her and "he" to he or she; use of both pronouns encumbers the text.

CITY SCHOOL DISTRICT OF NEW ROCHELLE

SUGGESTED ORGANIZATION STRUCTURE



d. Clerk-Typist at an annual salary of about $8,000.

e. Administrative Secretary for the Voucher Project Director and the two Coordinators at an annual salary of about $10,000.

3. Staffing Methods

These newly-created staff positions can be filled with existing staff or from the outside. Another alternative is to fill all newly-created staff positions from the outside except for the Voucher Project Director. He would be selected from the current central administrative staff and would, therefore, have to be released from most, or all, of his current responsibilities. We recommend this second alternative because the Voucher Project Director should be very familiar with District policies, practices and operations, as well as sensitive to the various interest groups in the community.

4. Organization

In accordance with the existing organizational structure, the Voucher Project Director should be in a staff position, reporting to the Assistant to the Superintendent for General Administration (see facing page). If the current Assistant to the Superintendent is designated the Voucher Project Director, he will continue to report to the Superintendent. It will then be necessary to hire someone to assume the other responsibilities of the Assistant to the Superintendent.

5. Non-Staff Budget Items

. Lease and/or purchase of furniture, fixtures, typewriters, and consumable supplies: approximately $2,000 per year.

. Printing/duplicating: approximately $5,000 per year.

. Travel: approximately $3,000 per year.

. Miscellaneous expenses: approximately $2,000 per year.

C. Building Level Management

The voucher concept encourages decentralized management to the fullest extent possible. To facilitate this concept, it is desirable to consider changing the existing administrative structure at the building level. One approach might be for the principal to retain authority over administrative functions within the school and for Program Managers to have authority over the teaching approach and budget allocation for their respective programs. Under this approach, a Program Manager may have authority over a given program in one school only, or in all voucher schools which offer that program. Another alternative would be to retain existing building administration during the voucher demonstration, i.e., the principal is responsible for both building and program management or, the principal and teachers can share responsibility for building and program management.

The Federal funding agency recommends that The Voucher Plan should not mandate each school's method of governance, but rather that principals and teachers should determine by vote their school's governance once The Voucher Plan is ratified. In light of this stipulation, we have not specified governance at the buidling level in this document.

D. Compensation

As noted previously, the Voucher Project Director and his staff, the Coordinator of Public Relations and Information Dissemination, and the Coordinator of Planning, Research and Evaluation will be compensated by the Federal funding agency.

A.III - Community Participation

A. Education Voucher Advisory Committee

An Education Voucher Advisory Committee (EVAC) will be formed in compliance with the Federal funding agency's requirement. Its purpose is to serve the EVA in an advisory capacity.

1. Composition

The EVAC will consist of:

a. Five teachers selected by their peer group.

b. Five parent program coordinators (see section in Curriculum Design and Implementation, D.I-2) selected by the parents.

c. Five members of the administrative staff (at the building and/or central administration level) selected by the administrative staff.

d. Five members of the community at large selected by the fifteen members mentioned above.

All members will serve a one-year term and will be eligible to succeed themselves.

2 Board

The EVAC will elect from among its members a Board, consisting of a maximum of five people, including a President, Vice-President, and Recording and Corresponding Secretaries. Board members also will serve for a one-year term and will be eligible for re-election. All members of the EVAC will be eligible to vote for the Board. Election will be based on a majority vote of all voting members providing at least two-thirds of the members vote.

B. Authority/Responsibility

The EVAC's main function is actively to monitor the implementation and operation of New Rochelle's voucher demonstration and to develop recommendations for action by the EVA only in the following areas: program/school information dissemination to parents, program/school selection/admissions by parents (pupils), establishment of new schools, the awarding of planning grants for such schools. In each of these cases, whether it be based on (1) identifying areas in the implementation that are not consistent with the stipulations or spirit of the Voucher Plan or, (2) approving planning grants or establishing new schools, the EVAC should submit policy recommendations to the EVA for the handling of these matters.

C. Meetings

The EVAC will hold open monthly meetings from September to June -- and more frequently if special circumstances require. The President of the EVAC will invite all parents, principals and staff members to attend the meetings to present opinions on the voucher demonstration and make suggestions for improvements in the areas cited above. They will be apprised of the meetings at the beginning of each academic year by a meeting schedule and will also be reminded of meetings via public notices in the City newspapers and on the radio.

D. Non-EVAC Community Participation

In addition to participating in the EVAC, community members may also assist with the operations of the voucher demonstration in ways such as the following:

1. Volunteering to assist Voucher Aides providing they have no direct contact with parents.
2. Suggesting improvements in existing programs to school personnel and/or working with teachers to implement the improvements.

3. Suggesting new curricula to principals and teachers.

4. Assisting the Coordinator of Public Relations and Information Dissemination with public relations.

5. Assisting the Coordinator of Public Relations and Information Dissemination in contacting all parents who have not returned their voucher forms by the official due date.

6 Assisting in the design and/or presentation of personnel training courses.

E. Reimbursement of EVAC Members

The District should negotiate with the Federal funding agency regarding reimbursement of eligible EVAC members for expenses incurred in carrying out their responsibilities. This could include costs for telephone calls, transportation, materials and supplies, and baby sitting.

A.IV - Adoption of Voucher Plan

A. Underlying Philosophy

The dual objective of this Voucher Plan component is to (1) give parents and teachers a voice in deciding whether or not a given school participates in the voucher demonstration, and (2) assure that every effort is made to accommodate those either who do, or do not, want to be involved in the demonstration. Principals and other administrative staff in the District will not take part in this vote.

B. School-by-School Vote

A majority vote in favor of The Voucher Plan by both parents and teachers is necessary for its approval in a given school. However, parents' wishes should be considered first in this assessment since (1) the school system exists to serve their childrens' needs and (2) they provide the tax monies to the District. Accordingly, parents will vote first. If a majority of parents' votes is cast in favor of The Voucher Plan, then teachers will be given an opportunity to vote. If a majority of parents' votes is cast against The Voucher Plan, then this will constitute an automatic veto in the given school and teachers will not vote. (In this event, parents who support The Voucher Plan can apply to any of the District's other elementary schools that choose to be in The Plan).

If a majority of parents' votes in a given school is cast in favor of The Voucher Plan and a majority of teacher votes is cast against The Voucher Plan, it will not be considered approved in that school unless all teachers who oppose it can be accommodated according to contractual agreements.

C. Bases for Implementation of Voucher Plan

The decision whether or not to participate in a voucher demonstration will be made on a school-by-school basis. As of the writing of this report, the Federal funding agency stipulated that the total enrollment in the schools which ratify The Voucher Plan should be ethnically and racially heterogeneous and should approximate 4,000 pupils. This figure represents approximately 70% of the total elementary school population. Given the sensitive nature of the voucher concept, we believe this figure should be reduced to better assure the adoption of The Voucher Plan in New Rochelle.

In addition, the following conditions must be met in order for The Voucher Plan to be implemented in the District:

1. Parents' Approval

a. Eligibility to vote. The school-by-school vote on The Voucher Plan will take place in late Fall, 1973. All parents whose children clearly will be affected by a voucher demonstration will be eligible to vote. That is:

. New Rochelle parents of children enrolled in kindergarten through fifth grade in one of the District's schools as of October 1973 (they will presumably be in grades one through six in 1974/1975), and

. New Rochelle parents of children who will be enrolled in kindergarten in one of the District's schools as of September 1974.

All parents, with the exception of parents living in the former Lincoln

school area, will vote at their local school.* Parents living in the former Lincoln school area with children enrolled as of October, 1973 in kindergarten through fifth grade in one of the District's schools will vote with the parents of that school. Parents living in the former Lincoln school area with children entering kindergarten in 1974/1975 will vote with the parents of the school their children are pre-registered to attend. (Such pre-registration will be accomplished at the time parents seek eligibility to vote).

It is, of course, true that some of the parents who vote on The Voucher Plan in their local school in 1973 may not be affiliated with that school in 1974/1975 (assuming The Voucher Plan is ratified) due to transfer possiblities under vouchers. However, since the admissions procedure under vouchers obviously cannot take place until The Voucher Plan is approved, the most practical course of action is to have each parent vote at the school with which he is -- or would be -- affiliated without vouchers.

b. Number of votes. The number of times each family unit votes will equal the number of children they will have in the District's elementary schools during the first year of the voucher demonstration. This method of voting appears more equitable than a single vote per family regardless of the number of children since the greater the number of elementary school age children parents have, the more they will be affected by the decision on The Voucher Plan.

*Parents with elementary school age children in more than one elementary school will vote with the parents in each school in which they have one or more children. The number of times they vote in each school will equal the number of children they have in the particular school.

c. Method of approval.

. Prior to the voting period, a meeting will be held in each school for all parents. The meeting will be announced well in advance. It will be conducted by the Superintendent or the Assistant to the Superintendent. Its purpose is to discuss The Voucher Plan and to inform (by phone) those parents who do not attend the meeting of the time and place for voting.

. Voting will be conducted in each school over a five-year period in an official manner comparable to voting for a school budget in a union-free school district per New York State Education Department stipulations.

Parents who have not voted by the third day will be contacted (by phone) by the parent volunteers.

d. Basis for approval. The Voucher Plan will have been approved in a school if at least two-thirds of the eligible family units vote and a majority of these parents' votes is cast in its favor.

2. Teachers' Approval

a. Eligibility to vote. All full-time teachers assigned in the 1973-74 academic year to one of the District's elementary schools will be eligible to vote.

b. Method of voting.

. Prior to the voting period, the Superintendent and the Assistant to the Superintendent will meet with the teachers in each building to discuss The Voucher Plan and to inform them of the voting procedures.

. Voting will be conducted in an official manner at each school and the teacher's signature will be required on the ballot so that those who oppose the voucher demonstration can be determined for the purpose of discussing possible accommodations.

c. Basis for approval. The Voucher Plan will have been approved by teachers in a school if a majority of teachers' votes is cast in its favor.

d. Accommodations of opposing teachers.

. If The Voucher Plan fails to receive a favorable majority vote, then the EVA will hold discussions with the opposing teachers in that school. The purpose of the discussions is to overcome opposition either by making changes within the given school to satisfy all teachers or, if necessary (and possible), by transferring teachers to other positions.

. After these discussions, if a majority of teachers still opposes The Voucher Plan, this will constitute a veto in that school.

A.V - First Choice Program Guarantee/Enrollees' and Siblings' Privileges

A. Underlying Philosophy

A very important objective of The Voucher Plan is to do everything possible to accommodate all children in their first choice program and hopefully in their first choice school as well (this is entirely likely due to projected substantial excess capacity in the schools over the next five years). Once a child is admitted to a given program/school, he will be guaranteed the privilege of remaining in that program/school throughout the demonstration period.

B. Enrollees' Privileges

An enrollee is herein defined as a child who is enrolled in one of the District's elementary schools. An enrollee is guaranteed the privilege of remaining in his current program and school during the demonstration if he continues to list, as his first choice on the voucher form, the same program/school in which he is enrolled.

However, a pupil cannot be guaranteed the privilege of remaining in the school he is attending if he lists as his first choice another program (not the one in which he is enrolled) in that school, or in another school.

If an enrollee transfers to another voucher school during the demonstration, then he will be granted a similar enrollee privilege to remain in that school and in that program upon completion of the school year assuming (1) that the program is continued and (2) that he lists the given program/school as his first choice on the voucher form in succeeding years. All the above privileges will be forfeited if the program/school selection voucher is not remitted by the official deadline, unless the parent can justify the delay to the satisfaction of the Voucher Project Director.

C. Siblings' Privileges

A sibling is herein defined as the pre-school sister or brother (new entrant) of a child currently enrolled in one of the District's elementary schools. Siblings are guaranteed the privilege of attending the same elementary voucher school attended by an older brother and/or sister, i.e., that older brother and/or sister must still be attending the elementary school when the younger sibling is enrolled. If the older brother or sister transfers to another of the District's voucher schools, then the sibling's privilege also transfers to that school. The above guarantee is forfeited if the voucher is not remitted by the official deadline, unless the parent can justify the delay to the satisfaction of the Voucher Project Director.

D. First Choice Program Guarantee to Non-Enrollees

A non-enrollee is herein defined as a child who has given up his existing program/school guarantee for some other program or program/school choice.

1. Non-Enrollees With Only One Program Choice

Non-enrollees who list only one program choice on the voucher forms (in one or more schools) and who cannot be accommodated in any of the schools they select, will be guaranteed a place in that program at another location unless the program is over-subscribed and the unaccommodated are not sufficiently numerous to start the program at another location. If this is the case, then the Coordinator of Public Relations and Information Dissemination will have Voucher Aides (see section A.VII) contact the unaccommodated parents to determine their choice among available programs.

2. Non-Enrollees With More Than One Program Choice

Non-enrollees who fill in more than one program/school choice on their voucher forms will still be assigned to their first choice program/school (assuming the program has sufficient parental support) unless one or more of the following constraints exist:

- Space limitations prevent a given program in a given school from accommodating all "first choice" applicants.
- The District's desegregation order and policy prevent a given program in a given school from accommodating all "first choice" applicants.
- Teachers with necessary qualifications are not available or cannot be re-trained within time limitations.

If any of these constraints exist, the unaccommodated non-enrollees will be assigned to their second, third or fourth choice program/school. In the unlikely event that this is also impossible due to one or more of the above constraints, the District will assign them to their first program choice at some location unless the program is over-subscribed and the unaccommodated are not sufficiently numerous to start the program at another location. If this is the case, the Coordinator of Public Relations and Information Dissemination will have Voucher Aides contact the unaccommodated parents to determine their choice among available programs.

In short, the essential difference between a non-enrollee who only chooses one program and a non-enrollee who chooses several programs is that the former is guaranteed a place in his first (only) choice program (but not necessarily in the school he prefers most) whereas the latter will be assigned to his second, third or fourth choice program (and corresponding

school choice) if he cannot be accommodated in his first choice program/ school. He will be assigned to his first choice program (at an unselected location) only if he cannot be accommodated in any of his program choices at the locations he selects.

A.VI - Public Relations And Information Dissemination

A. Purpose

. An in-depth Public Relations and Information Dissemination program is essential to assure that parents and other interested parties are accurately and completely informed about the rationale behind the voucher concept, the mechanics of The Voucher Plan, and the specifics about alternative programs offered in each voucher school.

B. Staffing Requirement

. As indicated in Section A-II, there is a Coordinator of Public Relations and Information Dissemination who is responsible for these activities. He reports directly to the Voucher Project Director.

C. Responsibility

. The Coordinator of Public Relations and Information Dissemination is responsible for collecting, synthesizing and disseminating information to parents and interested persons on:

- the voucher concept and The Voucher Plan, and
- New Rochelle's voucher schools/programs.

. He is also responsible for distributing and collecting the "Program and School Selection Vouchers" and a returnable card regarding scheduling of program information sessions with Voucher Aides.

D. Identification of Parent Recipients

. New Rochelle parents of all elementary school age children will receive general voucher and school/program information. As is now the case, these parents will be identified by means of census data which are received by the District's Census Office in October and cover New Rochelle parents whose children are enrolled in a public elementary school in the District or in a private/parochial school within or outside the District.

The existing data includes the parents' or guardian's name, address and telephone number, and the child's (children's) name(s), age(s) and/or birth date(s).

. Comparable data on New Rochelle parents who will have children in kindergarten by September, 1974, as well as new New Rochelle residents with elementary school age children attending private or parochial schools (within or outside the District) will have to be obtained on an on-going basis directly from each school.

E. Information on Voucher Concept/The Voucher Plan

1. General Voucher Information

a. Types of Information.

. The Coordinator of Public Relations and Information Dissemination will prepare a booklet on education vouchers containing a section on the rationale behind the voucher concept with particular emphasis on vouchers confined to public schools, a section describing who is eligible to particpate in The Voucher Plan and delineating its major provisions, and a question-and-answer section dealing with major issues raised about vouchers by various groups in New Rochelle during the feasibility study.

. The Coordinator will issue a timely (i.e., at least semi-annual) newsletter highlighting important developments/changes in the voucher demonstration. He will arrange for contributions to the newsletter from various voucher participants in New Rochelle.

. In addition, during the demonstration period, the principals and teachers will conduct a series of open meetings at each school on vouchers and the Coordinator will schedule speaking engagements with various interest groups and try to arrange for, and participate in, radio and/or television programs on vouchers.

b. Information Dissemination

The general information on vouchers will be distributed approximately nine months prior to the beginning of the voucher demonstration to New Rochelle parents of all elementary school age children and to all others on request. Announcements regarding the availability of all types of voucher information will be made in the PTA newsletter, on the radio and/or in the local newspaper.

2. Specific Voucher Schools/Programs Information

a. Types of Information

. The Coordinator of Public Relations and Information Dissemination will be responsible for providing New Rochelle parents of elementary school age children with information on each voucher program and school to help them make an appropriate selection of programs/schools for their children.

. Program descriptions will be prepared for existing programs, as well as those planned for implementation in the next school year.

. The information will be provided in written form as well as in meetings with Voucher Aides.

. The following information will be provided for each voucher program:*

- grade levels
- teaching approach and objectives
- school(s) where program offered
- pupil/teacher ratio and pupil/teacher aide ratio
- governance
- expenditures for current year at summary level by major expense category, including specific use of compensatory monies.
- type(s) of parental involvement
- method(s) for evaluating each pupil's performance and for making evaluation available to parents.

b. Sources of Information

. Each school will complete the Program/School Information Forms provided in October by the Coordinator of Public Relations and Information Dissemination:

- school personnel are responsible for organizing the data-gathering process in their building.
- each school will complete the program description as indicated above for each program.

. Each principal is responsible for making certain that the forms are accurately completed and returned to the Coordinator at least 10 months (November) prior to the beginning of the next academic year.

*Pupils' achievement group test scores for existing programs will only be provided to parents on request since these scores may not give an accurate indication of teaching effectiveness. When parents are given group test scores, principals must make absolutely certain that a complete explanation is provided, i.e., standardized tests may not measure what was actually taught and do not take into consideration possible individual and group differences.

The Coordinator of Public Relations and Information Dissemination is responsible for verifying the accuracy of the data and for assuring uniformity in the presentation of data for each school/program. If any data or statements appear inaccurate or in any way questionable, The Coordinator will obtain an explanation from the appropriate teachers and principal. If the Coordinator, teacher(s) and principal(s) cannot agree, any remaining controversial issue(s) will be decided by the Superintendent and/or his designee. If this method still fails to produce agreement, all remaining controversial statements will be decided by the EVA on the basis of a majority vote.

c. Information Dissemination

The Coordinator of Public Relations and Information Dissemination will compile a booklet containing all the school/program information. At least nine months prior to the beginning of the next academic year, he will mail parents an information package consisting of: (1) the school/program information booklet, (2) the Program and School Selection Voucher and back-up instruction/information sheet (separate voucher for each eligible child), and (3) a stamped post-card addressed to the Coordinator of Public Relations and Information Dissemination on which parents will indicate where and when they wish to meet with a Voucher Aide (see Section A.VII Voucher Aides). The postcard will be returnable by mid-January.

. In the first two years of the demonstration, the entire information package will be mailed about nine months (December) prior to the beginning of the next academic year to New Rochelle parents of all children who will be attending public or private elementary school by the next academic year. Thereafter, parents (other than new residents) will receive only the voucher form, the program/school descriptions and the card regarding scheduling of sessions with Voucher Aides.

d. Federal Funding

The Federal funding agency will compensate the District for costs incurred in collecting, synthesizing and disseminating all the above mentioned information.

A.VII - Voucher Aides

A. Purpose

Voucher Aides will arrange individual sessions with at least one parent of every New Rochelle family whose child is (will be) enrolled in one of the District's voucher schools to assure that every effort is made to inform these parents of all available educational alternatives and also to instruct them on the proper completion of the voucher form.

B. Staff

1. Functions

a. Voucher Aides

. The Voucher Aides' function is to describe factually each program/school to parents and, if desired, to children as well. The Voucher Aideswill in no way influence the choice of program much less actually select a program. They will also inform parents of enrollees'/siblings' rights, how to fill out the voucher form and of District personnel to contact for data and professional advice.

. Voucher Aides will be equipped to discuss all schools/programs, i.e., they will not be assigned to a specific school(s)/programs. This approach will have the following desirable results. It will:

(1) assure that parents are aware of all alternatives available to them,

(2) facilitate the information dissemination process (parents will meet with only one Voucher Aide) and

(3) minimize, to the greatest degree possible, more favorable presentations of certain schools/programs because of individual differences in ability to transmit the program information.

An alternative approach would, of course, be to assign discussion of

specific programs/school(s) to each Voucher Aide. We do not recommend this alternative since it will negate the three desirable results mentioned above.

b. Voucher Aide Group Heads

. The Coordinator of Public Relations and Information Dissemination will select a group head to be in charge of every ten Voucher Aides. In addition to serving as a Voucher Aide, the group head will coordinate the activities of the ten Voucher Aides, including supervision of scheduling sessions with parents, and will act as a liaison between the Voucher Aides and the Coordinator of Public Relations and Information Dissemination.

2. Qualifications

. All Voucher Aides must:

- Be available at least from mid-December through the end of April during the day (at least three days per week) and during the evening (at least two evenings per week).
- Not be professionally affiliated with any school or related to any employer or to any Board member in the school system.

. In addition to the above mentioned time period, the Coordinator will select two or three Voucher Aides to be on call on a per diem basis from April through December as well. Their function is to provide program/school information for new residents with elementary school age children and to meet with parents who would like their children to transfer to another program and/or school.

. Two or three bilingual Voucher Aides (i.e., English/Italian, English/Spanish) will have to be available on a per diem basis throughout the year.

3. Hiring Procedure

. Candidates will be invited to apply by school personnel, by advertising in the local newspaper and possibly the radio, by the EVAC and by canvassing on the part of the PTA and any other interest group in New Rochelle. Each candidate will submit to the Coordinator of Public Relations and Information Dissemination a brief biographical sketch indicating his qualifications.

. The Coordinator will interview each applicant and make a tentative selection with the approval of the Voucher Project Director. The Voucher Aide group will consist of one Voucher Aide for every 125 to 150 families. The racial mix of the group will be proportionate to that of the community where practical.

. The Coordinator of Public Relations and Information Dissemmination will then present the names and qualifications of each selected Voucher Aide to the EVAC for its comments. If the EVAC does not agree with all his choices, the names/qualifications of all qualified applicants will be presented so that the EVAC can fairly select other candidates.

. Final approval will be made by a majority vote of the EVA on the basis of recommendations by the Coordinator of Public Relations and Information Dissemination, the Voucher Project Director, and the EVAC.

4. Term

. The Voucher Aides will be hired for a period of up to one-year and they will be eligible to serve additional terms. According to the Civil Service ruling, they will have tenure after six months, but even with tenure they may be terminated prematurely if (1) the Aide position is eliminated, (2) the District needs fewer Voucher Aides, or (3) either the Coordinator of Public Relations and Information Dissemination and/or parents feel that an Aide is not properly fulfilling his job responsibilities. The Aide may be terminated, after a fair hearing, by majority vote of the EVA.

5. Compensation

. Voucher Aides will be paid monthly for all hours actually worked at the annual rate of $7,500 to $9,000 ($3.60 to $4.35 an hour based on a forty-hour work week) depending on their experience. These figures represent the salary range for Aides (i.e., steps 1 and 7 of the annual salary progression for Grade 7 Civil Service employees) per the agreement between the City School District of New Rochelle and the Association of Civil Service Employees of New Rochelle.

. Group heads will be compensated in the same way and at the same rate as Voucher Aides. In addition, they will receive remuneration at the end of June for their extra duties. The amount of remuneration will vary, but in no event will it exceed $1,000.

C. Staff Training

1. Term

Each Voucher Aide will participate in a one to two week orientation/training course conducted by the Coordinator of Public Relations and Information Dissemination in conjunction with principals, teachers and other District personnel.

2. Course Content

The course will instruct Voucher Aides how to present school/program information to parents, stressing the extent of their responsibility (i.e., they should never make the program/school selections for parents). It will also provide them with specific information regarding all schools/programs, and inform them of the various ways in which the program/school selection voucher can be completed depending on parents' preferences. Finally, it will provide them with information regarding the responsibilities of all staff members involved with the demonstration so that they can advise parents whom to contact in the event any questions are raised which they are unable to answer.

3. Responsibility

. The Coordinator of Public Relations and Information Dissemination has the ultimate responsibility for assuring that all Voucher Aides are:

- thoroughly conversant with the information presented in the course, and
- properly executing the informing function in all sessions with parents.

. If parents have any complaints about Voucher Aides, it is their responsibility to contact the Coordinator. (An alternative would be for the parent(s) to complete and forward to the Coordinator a questionnaire dealing with their assessment of the program/school information session with the Aide.)

D. Contacting Parents

. As noted in Section A.VI-5 Public Relations and Information Dissemination, a postcard will be enclosed in the voucher information package concerning the scheduling of parent sessions with a Voucher Aide. By completing the postcard, the parent(s) will indicate where (at their home or at their local school) and when (five appropriate times) they want to meet with a Voucher Aide and how/when a Voucher Aide can contact them.

. The Coordinator of Public Relations and Information Dissemination, with the assistance of the Voucher Aide group heads, will assign a group of parents to each Voucher Aide. The parents in each group will live near each other (to the greatest extent possible) to facilitate scheduling. However, they will live in a different area from the Voucher Aide to minimize personal contacts and hence contribute to an objective presentation of each program/school.

. For the first two years of the demonstration, everyone who receives the above-mentioned postcard will be contacted by a Voucher Aide -- including those who fail to return the card. However, after the first two years of the demonstration, only parents who request a session on the returned postcard, as well as new New Rochelle residents, will be contacted.

E. Scheduling of Sessions

1. Location

. Sessions will take place at the parent's home or at the school their child (children) is attending, depending on mutual convenience.

2. Duration

. All sessions will be scheduled from the beginning of January to the end of March except for those with residents who move to New Rochelle after March and those who seek additional program/school information after the beginning of the next academic year.

. An hour of the Voucher Aide's time will be reserved for each session. The session may be extended beyond one hour depending on the Voucher Aide's availability and assessment of the parent's need.

. Parents who desire more than one session in close succession will advise the Voucher Aide and he will make the necessary arrangements.

. At the end of each session, the Voucher Aide fills out a form indicating the parent's stated program/school preferences (if any). This information will aid central administration personnel in making the program/school choice if the parent does not do so. The form will also provide for the notation of any questions the Voucher Aide was unable to answer. The Coordinator of Public Relations and Information Dissemination is responsible for assuring that all Aides are provided with the appropriate responses in the future.

. All parents will be advised to contact the Coordinator at any time during the next academic year to arrange for an additional session(s) if they wish to enroll their child in another program and/or school.

3. Who Attends

. One or both parents (or a guardian if there is no parent) will attend the session. Children may also attend if the parent(s) desires.

A.VIII - Voucher Form Design

A. Purpose of Form

The voucher form is a means of obtaining both the parents' program/school choices for the next school year, as well as statistical data on the child needed in the program/school admissions procedure.

B. Contents of Form

The following information will be requested on the voucher form:

1. Statistical Data

   . Child's full name, age and birth date.

   . Child's race (Negro, American Indian, Oriental, Spanish-surnamed American and Other - includes Caucasian).

   . Program/grade and school child is currently attending.

   . Name(s) and grade(s) of sibling(s) currently attending District elementary school(s) if child is entering school for the first time.

2. Parent Choices

   . Four program and school choices in preferential order.

   . Telephone number (at work and at home, or of a neighbor with a telephone) and address of person to be notified regarding child's program/school assignment.

   . Signature of person filling out form and their relationship to the child (must be father or mother, or guardian in the event the child is not under the parent's care).

C. Back-Up Voucher Information/Instruction Sheet

1. Purpose

A back-up information/instruction sheet will be provided to assure that parents are fully aware of: (1) the program/school guarantees, (2) the way their choices will be considered in the admissions procedure, and (3) the proper method of completing the voucher form. The information section will cover items (1) and (2), and the instruction section item (3).

2. Information Section

a. Program/School Guarantees

The following statements will be made in the information section regarding program/school guarantees.

(1) If a child now enrolled in one of the District's elementary schools ("an enrollee") elects to remain there during the voucher demonstration, he is guaranteed a place in that school and in the program in which he is enrolled provided he lists it as his first choice and provided, of course, that it is continued during the demonstration. In order for a program to be continued, it must have sufficient parent support (i.e., approximately fifty parents (children) interested in the program).

(2) If a child now enrolled in one of the District's elementary schools transfers to another voucher school during the demonstration year, he will be guaranteed a place in the "new" school in the program in which he is enrolled at the end of the school year (assuming that in the next and succeeding years he lists it as his first choice and that the program continues).

(3) Pre-school siblings of current enrollees are guaranteed the privilege of attending the school where their older brother or sister is enrolled, i.e., the older brother or sister must be attending the voucher school at the time the pre-school sibling enters it. If the older brother or sister transfers to another voucher school during the demonstration, the sibling's attendance privilege transfers to that school also. Siblings are not guaranteed admission to any specific program.

b. Bases for Considering Parents' Choices in Admissions Procedure

The following statements will be included in the information section:

(1) All choices will be considered in preferential order.

(2) If a parent wants his child to continue in his present program and school, he should list only that program and school on his voucher form since the "enrollee privilege" guarantees his child admission the following year.

(3) If a parent wants his child to transfer to another program(s), of if the child is entering a voucher school for the first time, then the parent has the choice of listing either one or several program choices (with corresponding school selections) depending, of course, on how many programs he considers educationally appropriate for his child.

. If only one program choice is listed on the voucher form, acceptance in it is guaranteed unless required parental support (as stipulated on page A.VIII-2) is lacking. While every effort will be made to enroll children in their first choice of school as well, there is no guarantee that this

will be possible in 100% of the cases. A few children may have to accept their second, third or even fourth choice of school for an exceptionally popular program, or the program may even have to be expanded to a fifth location to fulfill the above guarantee of acceptance in first choice program. But this is a very remote prospect since over the next five years enrollment is projected to be considerably below capacity in the District's elementary schools.

If more than one program choice is listed on the voucher form, a child will be admitted to the "first choice" program (which may be listed more than once) in the school(s) the parents select, if this is possible. However, in the event that this "first choice" program is not available in the selected school(s) (i.e., it is filled to capacity by those exercising enrollment privileges plus by random selection, or desegregation orders/District policy prevent admission) then the other program/school choices will be considered in the parents' preferential order. The child will only be admitted to the "first choice" program at some (unselected) location, if he cannot be enrolled in any of the program/school choices listed on the voucher form.

3. Instruction Section

a. Listing of Programs/Schools

The instruction section will contain a list of program offerings for the next academic year with a letter corresponding to each program. The program offerings will include all new programs that are being designed for the next school year, even though they are still in the

developmental stage. This is necessary to determine if there is sufficient demand for the programs to support their implementation. Programs which can accommodate the physically handicapped will be designated by an asterisk. After each program will be the list of schools, with corresponding numbers, where the program will be offered.

b. Instructions Regarding Form Completion

The following statements will be made in the instruction section regarding the proper method of filling out the voucher form.

(1) Only a parent (or guardian) can complete the voucher form.

(2) A separate form must be completed for each child who will be attending one of the District's voucher schools the following academic year.

(3) The voucher form must be returned to the Coordinator of Public Relations and Information Dissemination by March 15 in order for the program/school guarantees stated in the information section to be valid. Parents who have not been advised of their children's program/school assignments by June tenth should contact the Voucher Project Director immediately.

(4) Parents of children entering kindergarten in September, 1974 should indicate "new entrant" in answer to questions #5 and #6 on the voucher form (Exhibit 1).

(5) Only parents of children entering kindergarten in September, 1974 should answer question #7 on the voucher form.

(6) The parent (or guardian) should list, in preferential order, the letter(s) corresponding to his program choice(s) and the number(s) corresponding to his school choice for a given program. Parents of physically handicapped children should select only those programs designated as suitable. Examples of completed vouchers are shown below.

The #1 sample completed voucher below reflects a parent who wants his child (enrollee privilege) to continue in his present program and school.

#1 SAMPLE COMPLETED VOUCHER

Choices In Preferential Order	Program	School
1	A	1
2	-	-
3	-	-
4	-	-

The #2 sample completed voucher below reflects a parent with only one program choice. It also indicates that Program A is offered at only three schools.

#2 SAMPLE COMPLETED VOUCHER

Choices In Preferential Order	Program	School
1	A	1
2	A	2
3	A	5
4	-	-

The #3 sample completed voucher below reflects a parent who wishes his child to attend Program E only in schools 5 or 4. This parent also prefers his child to attend Programs A or L, in schools 7 and 1 respectively, rather than attend Program E in a third listed school (assuming three schools offer it) or in an unknown location assuming the program has to be extended to a new location due to over-application.

#3 SAMPLE COMPLETED VOUCHER

Choices In Preferential Order	Program	School
1	E	5
2	E	4
3	A	7
4	L	1

D. Number of Copies Available

A sufficient number of voucher forms and back-up instruction/information sheets will be printed for every child of elementary school age who lives in New Rochelle and for unpredictable requests, e.g., from residents who lose their vouchers or want to change their program/school selections, from new residents, from parties interested in the voucher demonstration, and the like.

E. Structure of Voucher Form

- Because of the large number of parent program/school choices (approximately 6,000 pupils times 4 choices), the voucher tabulation process should be computerized on an in-house computer, at a service bureau, at the Regional Board of Cooperative Educational Services or the like. In so doing, the District should consult with the voucher staff at Alum Rock to determine if its computer software for program/school selection and tabulation is applicable to New Rochelle. It appears that the Federal funding agency will pay for the computerized system.
- If this approach is taken, all the information listed in Section VIII A., Voucher Form Design, as well as the four program/school choices would be provided by the parent (or guardian) on a single form. The top part of the form would cover all the pupil/parent "statistics" listed in Section VII A. and the bottom part would provide program/school selection entries, by letter and number respectively.
- If the District should decide to tabulate vouchers manually, a multi-card form as shown in Exhibit 1 should be used. The cards would be stacked (and attached by binding on top) with the pupil/parent "statistics" covered on card 1, first choice of program/school on card 2,

and so on. Each card would be a different color to facilitate the coding process. A carbon copy of the pupil/parent "statistics" would appear on each program/school card so the child can be identified readily.

Exhibit 1

CARD 1

PROGRAM AND SCHOOL SELECTION VOUCHER

1. Child's name (in full): _____ _____ _____
   First Name Middle Name Last Name

2. Child's race: _____Negro _____Oriental _____Spanish-surnamed American

   _____Other (includes Caucasian)

3. Child's age in September, 1974: _____
4. Child's birth date: _____
5. Grade child now attending: _____
6. School child now attending: _____
7. Name(s) of sibling(s) now attending local public elementary school:

Name (in full)	School	Grade (June, 1974)

8. Please check one: _____Father _____Mother _____Guardian
9. Telephone Numbers: At Work _____ At Home _____
   At Neighbor's house if do not have phone at work/home _____
10. Name/address of person to be notified re child's program/school assignment: Name _____
    Address _____
11. Please sign here: _____

CARD 2

	Program	School
First Choice		

CARD 3

	Program	School
Second Choice		

(Same format for cards 4 and 5 covering third and fourth choices respectively).

A.IX - Voucher Cycle/Admissions Procedure

A. Voucher Distribution/Collection

1. Distribution

- As noted in Section A.VI, Public Relations and Information Dissemination, voucher forms (i.e., one form for each eligible child) and back-up information/instruction sheets will be enclosed in the voucher information packages mailed (or hand delivered by children) to eligible parents by the Coordinator of Public Relations and Information Dissemination approximately nine months prior to the beginning of the next academic year.
- In the first year of the demonstration, the voucher information package will be mailed to New Rochelle parents of all elementary school age children. Thereafter, it will be mailed only to New Rochelle parents of children attending the District's public elementary schools and will be available to other parents on request.

2. Collection

- Parents will complete a voucher form for each eligible child after their meeting with a Voucher Aide, and mail the form to the Coordinator of Public Relations and Information Dissemination on or before the official deadline (mid-March).
- The Coordinator of Public Relations and Information Dissemination, together with other voucher project staff members, will make a strong effort from March 16th to April 15th to contact each parent whose voucher has not been received by the official deadline (mid-March).

- If the voucher still is not received by April 15th, then as noted in Section A.V, First Choice Program Guarantee/Enrollees' and Siblings' Privileges, the pupils in question will lose enrollees'/siblings' privileges.
- The program/school selections for those pupils whose vouchers have not been received by April fifteenth will be made by a member of the central administrative staff specializing in curriculum and/or pupil personnel. The Voucher Aides' reports (mentioned in Section A.VII) will be used in making the selections. If they do not indicate parent program/school preferences, the child will be retained in the program/school he attended the previous year if space permits. Otherwise, a new assignment will be made based on information in the child's school file. If the pupil is a new entrant, he will be enrolled in his local school, whenever possible, with program selection based on information in transcripts or, in the case of a kindergartener, based on the number of pupils already assigned to alternative programs, i.e., the program selected would be the one with the fewest pupils since it would have the greatest need for additional voucher money.

B. Program/School Admission Procedure

1. Responsibility

The Voucher Project Director, with staff assistance, is responsible for coding and tabulating the vouchers and for making all program/school assignments based on parent choice. As indicated previously, coding and tabulating can be accomplished most efficiently by a computer. However, whether mechanical or manual, the selection information on the voucher forms would first be sorted by school, then within each school by program, within each program by grade and class, within each class

by first choice, within first choice by enrollees and "others" (i.e., those now attending different programs in the given school or in another school) and finally within the enrollees and "others" groups by Black and non-Blacks for racial balance.

If a computer is used, there could be an initial print-out of applicants' names by school, by program, by grade, by class and by all "first choice" applicants, i.e., enrollees and siblings, to help the District make pupil assignments. Those children who are Black and/or who have enrollee privileges will be designated by some symbol (e.g., an asterisk or a circle) before their names since they must be given special consideration in the admissions process.

2. Admissions

a. General Description

In general terms, the admissions process for each program at each grade level will be as follows: all "first choice" applicants (i.e., applicants who designate a particular program in a particular school as their first choice) will be admitted first, then all unassigned "second choice" applicants will be admitted, and so on until all applicants are accommodated. However, if at any point in the admissions process, constraints (e.g., school capacity per Board policy, lack of qualified teachers) prevent the acceptance of all applicants, then a random selection process will be used to determine which pupils will in fact be admitted. This process will guarantee that the racial composition of those admitted reflects that of the applicants to the given program.

b. Admissions Process

Each step detailed below must be completed for all programs at each grade level in a building before going on to the next step.

(1) All those with enrollment privileges (i.e., enrollees) to a given program within a given building who select that program/building as their first choice will be admitted.

(2) After enrollees are admitted, then all other pupils who have selected a given program as their first choice will be admitted tentatively (i.e., those currently attending a different program in the given school as well as transfers).

(3) If there is not sufficient capacity to admit all the pupils referred to in step (2), then available places will be filled tentatively by a random selection process, i.e., lottery. The lottery could be conducted using a number corresponding to each applicant.

The Voucher Project Director might also be required to make judgments in allocating "first choicers" to available classrooms. For example, if there are three available classrooms and the number of these "first choicers" is as follows:

	Program A	Program B
Grade 1	27*	18
Grade 2	24*	20*
Grade 3	16	8

then one classroom will be allocated to grade 1, Program A, one to grade 2, Program A and one to grade 2, Program B. (A lottery would have to be used for elimination purposes if two grades have twenty "first choicers" of if one, or more, grades has more than the maximum number of pupils (29) per District policy).

The above allocation assumes, of course, that teachers with required qualifications are available or can be re-trained wit in time limitations. If this is not the case, the allocation has to be adjusted to conform to the qualifications of available teachers.

All those who are not admitted to the program as a result of the random selection process will be enrolled in one of their other choices according to the preferential listing on their voucher form using the admissions procedure described above.

(4) The total number of pupils who have been admitted tentatively in steps (1), (2), and (3) will be calculated if a rough scanning indicates a possible conflict with the New York State Supreme Court's desegregation order and related District policies. Individual programs are allowed to have heavy concentrations of racial and ethnic groupings if this concentration is counter-balanced in other programs in a building.

If the calculation does in fact reveal such conflict, then lotteries, as described in step (3) will be conducted for each program in the building to rectify the situation.

C. Program/School Assignment Report

After all pupils have been accommodated according to the preceding admissions process, the computer would print a report containing the following information by school: (1) the child's name, (2) grade level (3) the school/program in which he will be enrolled, (4) the choice this represents (i.e., first, second, etc. choice), (5) the school (if any) the child attended the previous year. The report would also display total enrollment and excess capacity by choice in each program for the school as a whole and by grade level. Item (4) is included to determine how many children did in fact get their first (second, third, fourth) choice of program/school. Item (5) is included to determine how many children are involved in inter-school transfers during the voucher demonstration. The last item is included both to indicate the relative demand for various types of programs as well as to determine which programs can accommodate late registrants and/or transfers.

D. Informing Parents of Program/School Admissions

. Parents will be notified of the program/school to which their children have been assigned no later than the first week in June. Notification will be by card mailed to the parent (or guardian) who completed the voucher form.

E. Admissions Procedure for Late Registrants (i.e., New Residents)

New Rochelle parents of elementary school age children who move into the District after the deadline for the return of voucher forms will be asked to complete the form if the admissions process has not yet begun. Their choices will be treated like those of any other non-enrollee.

If the admissions process has begun, these parents will have to wait until its completion so that a Voucher Aide can inform them of all available programs and the schools at which they are offered. The parents will then

list their choices in preferential order on the voucher form and program/school assignments will be made in accordance with the admissions process detailed herein. As is the case with all other parents, every effort will be made to grant them their first choice of program/school. However, it must be made clear that their children will not be guaranteed admission to a program in their local school.

F. Transfers

1. Bases

Parents who would like to transfer their child (for whatever reason) to another program and/or school will be permitted to do so if: (1) excess capacity exists, or can be created on time, in the desired program, and (2) the child has been in his current program for several months, i.e., normally transfers will be permissible at the end of November, the end of February, or in April. They may, however, occur at other times if the Director of Pupil Personnel considers this desirable in particular situations.

2. Procedure

Parents who want their child to transfer to another program and/or school will first contact the Coordinator of Public Relations and Information Dissemination to arrange for a session with a Voucher Aide in order to learn of other programs which would be available to their child. After they have selected another program(s), at least tentatively, the parents will discuss their new selection(s) with the teacher and the principal of the program/school where their child is currently enrolled. If after this discussion, the parents still want to transfer their child, the transfer will be made (providing, of course, the two conditions stated in sub-section F.1 exist). An exit interview will be held with the parents

by the principal and teachers to document the reason(s) for transfer as this information may prove useful in improving the program in question.

A.X - New Voucher Schools

A. Underlying Concepts

In order to expand the range of educational alternatives available to parents, the District will encourage and work with any individual, group of individuals such as parents and/or teachers, or non-profit organization to establish new voucher schools. The term "new voucher schools" refers to additional schools which may be established during the voucher demonstration by any group such as parents, teachers or other interested parties provided it has sufficient parent support. The adjective "new" refers to the fact that these schools never existed before, not to the fact that they are housed in a new building since this probably will not be the case. (New schools constructed during the demonstration because of increased enrollment are discussed in Section E.I. "Internal Structural Modifications/New Construction.")

B. Method of Establishing a New Voucher School

Parents or other groups seeking to establish a new voucher school will submit a request for planning monies (from the Federal funding agency) to the EVAC for review. The EVAC, in turn, will submit the planning request with its recommendation for or against the grant, to the EVA for final approval.

Assuming EVA approval, the parents or other group will utilize the planning monies to design fully the new school. Thereafter, the school design will be forwarded to the EVAC for review and approval. The design proposal will contain:

. A statement of the philosophy of the proposed school, a description of the educational program(s) to be offered and the ways in which the program(s) is expected to differ from program(s) offered in other participating schools.

. A description of (a) materials required to implement the proposed curriculum, (b) the way in which classes will be organized, (c) the desired site, (d) the way in which the school will be administered, and (e) the anticipated staffing pattern for the minimum proposed enrollment.

. A budget based on the number of voucher commitments it has received and a budget which reflects maximum desired enrollment.

In light of the EVAC's recommendation and the new school requirements discussed below, the EVA then will either approve or disapprove the new school proposal.

. It is in fact impossible for any existing voucher school to meet these parents' program desires.

. There is sufficient parent (pupil) support (approximately fifty pupils) to make the desired programs financially sound.

. An appropriate location is available or, if necessary, can be constructed given current budgetary constraints.

. The money available to the new school from vouchers will be sufficient to operate it in accordance with New York State Education Department regulations, the policies and practices of the City School District of New Rochelle, and the provisions of The Voucher Plan.

. The new school will abide by all the rules governing a voucher school as set forth in The Voucher Plan, including the following:

- Be open equally to all applicants.
- Accept voucher funds as fully payment of tuition.

- Make available to parents sufficient information on each program to enable them to make an appropriate choice for their children, e.g., the teaching approach and objectives, the number of teachers per program, their qualifications, type(s) of parental involvement.
- Submit to admissions, counseling, evaluation, and financial accounting and budget procedures as prescribed in The Voucher Plan.
- Abide by all New York State laws and District policies governing public schools.

C. Financing

The Federal funding agency will provide start-up funds to parents and other interest groups for proposal writing, planning, organizing and equipping new voucher schools during the demonstration.

D. Site Selection

The following alternatives should be considered by the EVA and the parent group regarding a location for the new voucher school: (1) using space in an existing facility, (2) new construction which may entail acquiring a portable classroom or building a permanent school building.

1. Space in an Existing Facility

Available space may exist in one of the District's elementary schools (voucher or non-voucher) or, if no such space is available, space may be leased in a non-school facility providing it meets New York State Education Department/District requirements for a public school.

The Federal funding agency will pay for annual leasing costs incurred during the demonstration period.

2. New Construction

a. Portable Classroom

Portable classrooms, which may either be leased or purchased, can be located (per the stipulations of The Voucher Plan) only on the grounds of one of the District's elementary schools providing: (1) space is available per New York State Education law, and (2) the existing school's common facilities, e.g., gym, lunchroom, have sufficient space to accommodate the pupils attending the new voucher school (portable classroom). The Federal funding agency will pay for the purchase or rental of portable classrooms needed to house new voucher schools during the demonstration.

b. Permanent School Building

If neither utilizing space in an existing facility or acquiring a portable classroom is appropriate, the EVA may wish to consider the feasibility of constructing a new school building. However, the Federal funding agency will not provide any funds for this purpose.

E. Staffing

In staffing a new voucher school, priority must be given to available District staff members who are either qualified to teach the desired program(s) or who can be re-trained to be qualified within time constraints, i.e., by the starting date of the given program(s). If no such staff members are available, teachers will be hired from the outside in accordance with the procedure outlined in Section C.1., "Changes in Teachers' Assignments and Hiring Procedure."

B.I - Purchasing

There will be no change in the purchasing procedure under vouchers, i.e., it will remain centralized with the purchase requisitions initiated at the building level and the bidding and contracting taking place under the direction of the purchasing agent. It may be necessary, however, to hire an additional person for the purchasing staff if the volume and/or variety of purchases increase substantially once aggregate purchasing on a building level is replaced by requisitioning on an individual program level, i.e., each program will have flexibility in purchasing the types of instruction materials it requires

The Federal funding agency will pay the salary of the additional purchasing staff member during the demonstration.

B.II - Transportation

A. Background

It is entirely possible that the transportation function will increase during the voucher demonstration because parents (pupils) may elect to attend schools outside their attendance area.

B. District Policy/Practice and New York State Law

By resolution No. 63-465, adopted by the Board of Education June 11, 1963, the Board authorized transportation of pupils, grades kindergarten through sixth, if they live more than 1-1/2 miles but less than ten miles from their school of attendance (public or non-public). (State law gives a 90% reimbursement to any District which provides transportation to pupils living more than two miles but less than ten miles from their school (public or non-public) of attendance).

C. Purchase/Lease of Buses

If any additional buses are required due to the voucher demonstration, they may be either leased and/or purchased. The EVA will decide which approach will provide most effective service during the demonstration and minimize, or eliminate, expenses after the demonstration. The EVA will base its decision on an assessment by the Voucher Project Director and the Business Administrator of the following factors:

- The ability of existing carriers to provide the desired quality of service.
- The safety records of existing carriers.
- The cost of leasing buses.
- The cost of operating and maintaining District buses once Federal funding terminates. This would include the salaries of drivers, maintenance personnel and a staff person to assist in scheduling routes and overseeing the care of the buses and garage.

The District's commitment to bus transportation can be terminated easily if it leases buses. However, if the District maintains its own fleet, personnel positions will have to be eliminated and garage facilities sold or utilized for some other purpose when the demonstration terminates. No matter which approach is followed, however, if The Voucher Plan continues after the Federally funded demonstration ends, according to existing State law, the District will have to pay for no more than 10% of the total transportation cost.

D. Federal Funding Agency's Commitment

The Federal funding agency assumes the District will continue to bus all pupils it is now busing according to Resolution No. 63-465 (cited under sub-section B.). If this is the case, the Federal funding agency will fund (up to a negotiated maximum) additional transportation costs which are attributable to the voucher demonstration providing busing is restricted to pupils who live more than 1-1/2 miles but less than 10 miles from their school of attendance.

The Federally funded costs may include -- but are not limited to -- the lease and/or purchase and garaging of additional buses (needed because existing buses cannot accommodate the increased number of children who are provided with transportation) as well as the salary of an additional staff member needed to assist in coordinating/scheduling the increased transportation load. The District will negotiate with the Federal funding agency regarding its ceiling on monies for transportation.

B.III - Pupil Information Collection/Retrieval System

A. Purpose

A comprehensive pupil information system is useful to the understanding of and hence, the full development of each child. More specifically, it is needed to design appropriate programs and instructional approaches, as well as to provide support services, such as guidance counseling, and to execute administrative functions. It is of particular importance to a voucher demonstration since it will enable the District, as well as the Federal funding agency, to monitor all public elementary pupils' progress in grades K-6 and thereby assess the impact of vouchers on them. It will also provide an indication of the types(s) of program(s) which is(are) most suitable for different types of children.

B. Required Pupil Information

1. Federal Funding Requirements

As of the writing of The Voucher Plan, the Federal funding agency could not provide a list of specific requirements regarding pupil information with the exception of achievement testing to be conducted at the beginning and end of each year.

2. New York State Department of Education Requirements

The State Department of Education requires the collection of the following pupil information: birth date and proof, proof of citizenship and attendance records.

3. District Requirements

The only pupil information which the District requires to be collected is: (1) parents' and child's name, address, (2) child's date of birth and proof, (3) proof of vaccination, (4) siblings' dates of birth and proof, and (5) transcript of record if child is from another District.

C. Recommended Pupil Information

Given New York State Education Department and District requirements, what is assumed as the Federal Funding agency's desires, and the information currently available in the District, the pupil information system should contain the following data for each elementary school pupil. It should be up-dated annually at least.

1. Statistical Data

- Child's name, sex, date of birth and proof, proof of citizenship, proof of vaccination.
- Parents' (or guardian's) names, address, telephone number, occupation.
- Siblings' dates of birth and proof.
- Child's racial background.
- Attendance record, date/grade of admission, school(s) previously attended.
- Language spoken at home.
- Physical/mental handicaps.
- Eligibility for financial assistance (e.g., aid to dependent children, aid to foster children).

2. Performance Data

Performance-type data (i.e., test scores, grades), for prior years as well as on an on-going basis during the demonstration, should also be included in the pupil information system. This would make possible a comparison of a child's performance both in a non-voucher and in a voucher setting and thereby greatly aid the District and the Federal funding agency assess the impact of the voucher process. Moreover, accumulated performance data would enable teachers to tailor the instructional approach to their pupils' needs and abilities. Performance data should include the following items:

- Scores on standardized, systemwide tests (K-6) and ability tests (4 and 6).
- Course grades.
- Special abilities (e.g., musical/artistic talents).
- Notable accomplishments/experiences (e.g., special projects undertaken in conjunction with school work, extra-curricular activities).
- Remedial work.
- Participation in school activities.
- Attendance record (days present, times tardy).

D. Sources of Data and Methods/Frequency of Collection

With the exception of personal statistics which are obtained from parents when the child enters the school and updated when appropriate, all data (e.g., scores on standardized test, grades, and teachers' evaluations) are obtained from teachers as well as from the members of the Pupil Personnel Services Department. Test scores are available mid-year, and grades and teachers' evaluations at the end of the academic year.

E. Tabulation

1. Manual

At present, the District maintains all the previously mentioned data (under C. above) manually, except for pupils' scores on standardized tests. These are calculated and printed on stick-on labels by an outside test scoring service.

2. Mechanization

While an assessment of various methods for collecting, tabulating, and reporting pupil information is beyond the scope of this project, it

appears that some form of mechanization will be required so that the data will be readily available to school personnel, especially teachers, by the beginning of each academic year.

Based on discussions regarding the District's current computer capabilities with the District's Data Processing Manager, it appears that the District's IBM 1401 computer is now at the limit of its capabilities. Accordingly, in the design and implementation phases of the voucher demonstration (Phases 2 and 3), the District will have to consider various computer sources (e.g., service bureaus, BOCES, a larger in-house capability) and determine which is most cost/effective. In addition to the pupil information system, the teacher information system, the school-by-school budgeting and accounting system, as well as the admissions procedure should be considered for computerization.

F. Financing

The Federal funding agency will pay during the demonstration (up to a maximum to be negotiated with the District) the cost of developing and computerizing the pupil/teacher information systems, the admissions process and the budgeting and accounting system with respect to: (1) developing/purchasing computer programs, (2) salaries for systems analysts/programmers and key personnel and (3) computer time.

G. Staffing

The Coordinator of Planning, Research and Evaluation will assume primary responsibility for implementing the pupil information system and for up-dating it on an annual basis at the very least.

H. Distribution of Data

This pupil information will be accessible only to authorized individuals as designated by the EVA in order to preserve the confidentiality of the information.

B.IV - Teacher Information Collection/Retreival System

A. Purpose

In order for a school district to be managed effectively and to produce desired educational results, it is important that pertinent information be maintained on all teachers. Knowledge of teachers' qualifications, experience and interests is especially significant under vouchers because of the anticipated increase in the number and diversity of programs offered and the need to maximize personnel utilization and proper matching of pupils with teachers.

B. Required Information

1. Federal Funding Agency's Requirements

As of the writing of The Voucher Plan, the Federal funding agency did not provide any specific requirements regarding data to be included in a teacher information system. As noted in section D.II. Program Evaluation, the agency's only stipulation regarding teachers is that they complete a questionnaire indicating how the voucher demonstration is affecting them.

2. New York State Education Department/District Requirements

The following data on tenured and probationary teachers is required by the State and District (and is available in the District):

a. Tenured Teachers

- Personal identification (vital statistics).
- Degree status.
- Major occupation last year and where.
- Type of appointment (probationary, substitute).
- Job classification and activity assignment.
- Educational experience (undergraduate, graduate degrees, in-service training).
- Number of weeks employed per year and percent in District.

- Current salary.
- Current grade level.
- Work location, hours, duration of current assignment.
- Certification for assignment.
- Number of years experience in assignment area.

b. Probationary Teachers

- Personal identification (vital statistics).
- Attendance rate.
- Educational experience (undergraduate, graduate degrees, in-service training).
- Job classification and activity assignment.
- Graduate school credits.
- Work location, hours, duration of current assignment.
- Selective service status.

C. Recommended Teacher Information

The data listed above should be continued in the teacher information system. Some of this data should be maintained currently and some should be maintained both on a current as well as on a historical basis. Recommendations regarding which data fall into the current category only and which fall into both the current and historical categories cannot be made until the District is in the detailed design phase of the voucher project.

D. Sources of Existing Data and Method/Frequency of Collection

1. Tenured Teachers

The information listed in sub-section B.2.a. pertaining to tenured teachers is obtained in part from the teacher when hired by the Assistant to the Superintendent for Personnel (e.g., degree status, experience). The ongoing data (e.g., major occupation last year, type of pupils taught) is obtained from teachers' records maintained by the administrative staff in each school.

2. Probationary Teachers

The information on probationary teachers' in-service education courses completed, graduate credits, certificates and transcript is obtained directly from the probationary teachers. Each October the probationary teachers complete Basic Education Data System Forms, issued by the University of the State of New York, and send them to the Assistant to the Superintendent for Personnel. Item (1) - attendance rate - is obtained from the schools. The principals provide the Assistant to the Superintendent for Personnel with their evaluation of teachers.

E. Tabulation of Data

1. Existing Method

With the exception of individual salary information, all the data listed in sub-section B.2.a. is displayed on the Faculty Listing, a computer print-out prepared for the District by the State Education Department based on information submitted by the District every October. The print-out is sent to the Assistant to the Superintendent for Personnel in January or February. It lists each member of the central administrative staff and each member of the faculty on a

school-by-school basis. It shows for each of them job title (for central administrative staff) or grade(s) taught (for faculty), sex, birth date, certification status, degree status, years of experience in their field, in the District, in public education, and the type of appointment (i.e., tenure or probationary). The following additional information is shown for faculty: the ability of the pupils taught (e.g., mixed, average), the number of periods taught per week, and the number of weeks taught per year.

2. Recommended Method

As noted in section B.III. Pupil Information Collection/Retrieval, it appears advisable for the District to computerize its own teacher information data. As also noted in the above mentioned section, the District's IBM 1401 computer is probably inadequate for the job. Hence, the best computer source (i.e., a service bureau, BOCES, an in-house computer) should be considered in the design and implementation phase of the voucher project. Further, since the Federal funding agency is requiring the Alum Rock Public Schools to develop a teacher information system as well, the District should consult with the Alum Rock staff to determine if its computer software is applicable to New Rochelle.

The advantages to the District in having its own (or rented) computer for teacher information is that the data would be current and it could also be available on an as-needed basis, instead of only mid-year as is now the case. This is desirable if teachers' assignments have to be changed before the academic year is completed. Finally, the data bank could include additional teacher information (e.g., historical data), and the data could be displayed in any format the District needed. The latter would greatly facilitate the optimum assignment of teachers which may well become a more frequent, complex task under vouchers.

F. Staffing

The Coordinator of Research, Planning and Evaluation will be responsible for developing the teacher information system. If the District decides to computerize internally, additional personnel may be required, e.g., a systems analyst, a programmer, and a keypunch operator.

G. Financing

The Federal funding agency will compensate the District for costs incurred in designing and implemeñting the system, as well as the cost for leasing/purchasing the computer hardware up to a negotiated maximum.

H. Distribution of Data

This pupil information will be accessible only to authorized individuals as designated by the EVA in order to preserve the confidentiality of the information.

C.I - Changes in Teachers' Assignments/Hiring Procedure

A. Underlying Philosophy

During the voucher demonstration teachers' assignments may change more frequently and the number of teachers hired, as well as those leaving the District, may increase. This may be due to a change of program emphasis in the District or teachers desire to transfer freely to program/schools which are consistent with their philosophies and methodologies. These situations will be handled in strict accordance with the stipulations in the most recent contractual agreement between the City School District of New Rochelle and the United Teachers of New Rochelle, Board policy and well-established precedents in the District. Every effort will be made to accommodate teachers in the programs and schools they prefer.

B. Changes in Assignments/Additional Hirings

1. Changes in Assignments

During the voucher demonstration, the District's elementary school teachers may change assignments more frequently than at present due to shifts in parent demand for various programs, teachers own desire to work in certain programs, and/or from efforts to optimize the match between teachers' skills and pupil/program needs. These changes may involve shifting to a different program and/or grade level in the same school or transferring to another elementary school (voucher or non-voucher) in the same or different program and/or grade level.

2. Additional Hiring

. The number of teachers hired during the demonstration will increase relative to the present situation if new positions are created by offering more alternative programs and/or by rising enrollment (i.e., a significant number of parochial school students may find vouchers a meaningful educational approach).

. The District must consider budgetary constraints before enlarging its teaching staff since the Federal funding agency cannot at this time guarantee that it will compensate, during the demonstration, those additional teachers hired because of vouchers.

C. Contractual Stipulations Regarding Changes in Assignments

As previously noted, all changes in teachers' assignments during the voucher demonstration will conform to the contractual stipulations between the United Teachers of New Rochelle and the City School District of New Rochelle. Accordingly, during the voucher demonstration elementary school teachers may be assigned to different grades and/or programs in the same or different schools (voucher or non-voucher) if the teacher is notified and consulted as soon as practicable and under normal circumstances within 30 days before the end of the school year.

The union contract also provides that the following guideline be followed when inter-school transfers are necessary: Those lowest in service will be transferred first and within this group preference will be given to volunteers.

D. Contractual Stipulations Regarding Hirings

1. Sources of Teachers to Fill Vacancies

During the voucher demonstration, District policy will determine how to fill vacancies in classroom teaching positions caused by death, retirement, discharge, resignation, or the creation of a new position(s). Hence, whenever possible, preference will be given to presently employed teachers over newly appointed teachers based on years of service. If none of the teachers in the District's employ has the required qualifications, or if none can be re-trained within time constraints, then qualified teachers will be hired from the outside.

2. Selections of Teachers to Fill Vacancies

a. Method of Application

In either of the above situations, candidates will apply for the vacant position(s) as follows:

(1) Such vacancies shall be adequately and promptly publicized in Superintendent's Bulletin, as far in advance of the date of filling such vacancy as possible.

(2) The notice of vacancy shall clearly set forth the qualifications for the position.

(3) Teachers who desire to apply for such vacancy shall file a written application with the Superintendent within the time limit announced for such position.

(4) All appointments to the aforesaid vacancies shall be made without regard to age, race, creed, religion, nationality, sex, marital status or political affiliation.

(5) All professional personnel shall be provided the opportunity prior at the close of the school year to list their interests in positions which may become vacant during the summer months. In the event that a position in which a teacher has indicated an interest becomes vacant, the Superintendent's office shall notify said teacher by first class mail.

b. Method of Selection

The Assistant to the Superintendent for Personnel shall select from among the applicants approximately three or four candidates who meet all qualifications established by the State Education Department and the Board of Education for the open position(s).

The school personnel most involved in the program where the vacancy exists (i.e., principal and teachers) will select the teacher (by majority vote) from among the three or four candidates. It is important that those persons who will work directly with the newly hired teacher should have some influence in the selection. The final choice will be recommended by the Superintendent to the EVA. The EVA will make the appointment.

E. Unassigned Teachers

1. Causes

Teachers in a voucher school(s) may become unassigned because their jobs have been eliminated and no other openings exist in any of the District's voucher or non-voucher schools, or because they lack the skills needed to fill the openings.

2. Methods for Handling Unassigned Teachers

a. Re-training

Unassigned teachers must be offered the opportunity to enroll in a re-training course(s) if a position will be available to them in the District after re-training. The teach, with the help of the Assistant to the Superintendent for Personnel, will determine the course(s) he should attend to qualify for assignment to an available program. If an unassigned teacher refuses to be re-trained, the Assistant to the Superintendent for Personnel will make every effort to help the teacher find another position in another school system. If no such position can be found, the District has the right to terminate the teacher's contract.

b. Federal Funding

The Federal funding agency will compensate unassigned teachers for the remainder of the current school year plus an additional school year providing: (1) the agency is supplied with written documentation that the teacher is making every possible effort to secure another position, and (2) money is available in the revolving teachers' salary guarantee fund to be established by the agency for the duration of the demonstration.

F. Compensation During Re-training

The Federal funding agency will pay for re-training necessitated by the voucher demonstration including: (1) instructors' salaries, (2) the cost of instructional materials (the re-training will take place in one of the District's schools), and (3) the salary of a substitute/interim teacher hired for the duration of the re-training period. The District will continue to pay the ~~teacher~~'s salary.

C.II - Personnel Training

A. Responsibility

The Voucher Project Director is responsible for coordinating and scheduling all training sessions (i.e., for determining when the programs should be offered, for developing the program schedule, and for obtaining State Education Department approval for programs granted so that they qualify for in-service credits) based on input from members of the central administrative staff (e.g., the Assistant to the Superintendent for Personnel, The Voucher Project Director, and the like), principals and teachers.

B. Eligibility

Training sessions will be offered to all paid staff members who are involved in the voucher demonstration, i.e., central administrative staff, principals, teachers and voucher aides.

C. Type, Purpose, Timing of Training Sessions

The following types of seminars will be offered for the various staff levels participating in the voucher demonstration:

1. Central Administrative Staff Seminar

An "Orientation" work session will be provided for all central administrative staff and principals involved in the voucher demonstration. The purpose of the seminar will be to inform them of the workings of The Voucher Plan including the specific functions/responsibilities of everyone (not just central administrative staff) who is involved in the demonstration.

2. Program Managers Seminar

A management-type seminar will be provided for all principals and teachers who are responsible for programs during the voucher demonstration. It will

cover their responsibilities/authority with special emphasis on school management, school budgeting/financial accounting, and parent involvement and participation in programs.

3. Communications Skills Seminar

A seminar should be given on communications skills for principals, teachers, voucher aides and the like since the voucher demonstration necessitates that everyone works very closely together and establish mutual trust openness, and team spirit early-on.

All the above seminars will be given early in the voucher demonstration. They will be repeated periodically during the demonstration when, and if, new members join each group, or if school personnel recognize the need for re-training.

4. Workshops In Specific Subject Matter/Teaching Skills

Workshops in specific subject matter/teaching skills will be offered throughout the demonstration to teachers and principals when, and if they feel, additional training is required. The principal will inform the Voucher Project Director of these training needs, and he, in turn, will assure that the desired workshop(s) is provided.

D. Conducting and Financing of Training Programs

The programs will be conducted by the District's staff (e.g., central administrative personnel, principals, teachers), by outside educators and management specialists, or by a combination of these two alternatives. The Federal funding agency will compensate the instructors and will pay for all instructional materials. Moreover, the Federal funding agency will pay the salary of any substitute teachers or part-time persons hired during the re-training period.

D.I - Curriculum Design and Implementation

A. Purpose

In order to assure that programs are responsive to parents' demands, a mechanism has to be included in The Voucher Plan for modifying existing programs as well as for introducing new ones. Suggestions for changes in existing programs as well as for new programs will be drawn from a variety of sources as described below.

B. Sources of Ideas for Program Change/New Programs

1. Principals, Teachers

Late in 1973 when the planning/implementation phase of the voucher demonstration begins, the principal, teachers, teacher aides, and parent volunteers of each school will hold a series of meetings to evaluate, and if possible, improve existing programs and also to design an alternative program(s). "Consumer research", as described in sub-section 2.b below, would be desirable in this phase, but time constraints may render it impossible.

Principals and teachers will be responsible for continuing this process throughout the demonstration.* They will receive input from parents as a result of the meetings described in the next sub-section. In addition, they may find it of value to visit schools outside the District which offer innovative programs.

2. Parents

a. Individual Program Parent/Teacher Meetings

Once the voucher project is on-going, the parents of each program

*The Federal funding agency will provide modest compensation (to be negotiated) to teachers for the time they spend in developing educational alternatives.

should consider electing a parent coordinator who will work towards assuring sufficient articulation among parents and school personnel on the progress of the program. Periodic meetings should be held to enable them to voice reactions to the program, recommend changes in the program, and suggest new (substitute or additional) programs.

b. "Consumer Research"

(1) Confined to One Voucher School

If a suggestion for a new program stems from the princiapl, teachers or parents of a given school, the principal will send out a questionnaire to all the parents in his school to determine if it has sufficient parent support (i.e., approximately fifty parents (children) interested in the program).

(2) Systemwide

The Coordinator of Research, Planning and Evaluation will conduct systemwide "consumer research" among parents via questionnaires, public meetings and the like to make certain that parents' demand for alternative programs are being met. The questionnaire will describe contemplated new program offerings based on the Coordinator's research into significant educational innovations nationwide, as well as suggestions from teachers and curriculum consultants. In addition to requesting parents' reactions to the program offerings, the questionnaire will also ask them to suggest alternative programs or, if they are unable to do so, to list any educational needs which the voucher schools are not meeting.

C. Responsibility for Changes in Existing Programs

Each existing program will be continued providing the program is financially sound and there is sufficient parent (pupil) support for the program. As a general rule, fifty pupils per program would fulfill these two requirements. However, the principal and teachers have the authority to change existing programs in response either to parents' or teachers' requests. Naturally, the pupils' welfare, as well as budgetary constraints, will also have an impact on every decision.

D. Responsibility for Introducing New Programs

1. Responsibility of Principals/Teachers

If the suggestion for a new program originates within a given school, then the principal and teachers will be responsible for coordinating its implementation, providing their is sufficient parent support.

2. Responsibility of Coordinator of Research, Planning and Evaluation

If there is sufficient parent support, yet this support does not originate in any one building, the Coordinator will discuss the request with the Superintendent and the Voucher Project Director to decide in which voucher school(s) the program will be implemented. The decision will be based on relative parent demand as well as on available space. The Voucher Project Director will then discuss the program(s) design/implementation with the appropriate principal and teachers.

E. Reporting Program Changes/New Programs to Parents

The school/program information booklet, described in section A.IV. "Public Relations and Information Dissemination," which will be distributed to parents about nine months prior to the beginning of the next academic year, will reflect all significant changes in existing programs (i.e., descriptions of existing programs will be kept current) as well as provide description of new programs that will be implemented in the next school year.

F. Timing

The implementation of a new program is dependent on enrollment. Thus, the District should not attempt to fully develop a program and/or hire staff or approve the program budget until the parent program/school selection process indicates sufficient demand for the program.

D.II - Program Evaluation

A. Purpose

Programs should be evaluated in terms of their effectiveness in achieving stated objectives, their relevancy in today's market, and their impact on the child. The rationale for this evaluation in a voucher demonstration is that is helps teachers and parents in assessing pupils' performance in the programs and provides parents with additional data for selecting a program for their child. Further, the Federal funding agency requires evaluation in its overall assessment of the demonstration.

B. Existing Methods of Evaluation

Throughout the District, programs are evaluated largely in terms of their impact on the child as measured by scores on standardized achievement and ability tests,* letter grades and the teacher's assessment of their social behavior. (Federally funded programs, such as Title I, are evaluated by an outside consultant who prepares an evaluation design and does pre- and post-testing). Principals then implement changes in programs based on the results of the evaluations.

C. Suggestions for Improving Program Evaluation

A more structured program evaluation procedure such as those contained in a Planning, Programming, Budgeting System (PPBS) or the Context Input Process Product Model (CIPP Evaluation Model) suggested by the District and designed by Daniel Stufflebeam of Ohio State University should be introduced.

The District should follow its tentative plan to use criterion referenced

* As noted in Section A.V. "Public Relations & Information Dissemination", test scores will be disclosed with appropriate caveats to parents on request.

tests, developed expressly for given programs, in conjunction with a PPBS or CIPP. In contrast to standardized, norm-referenced tests, these tests compare performance against specified criteria of mastery. It would be appropriate for each school to design criterion referenced tests for its programs working in conjunction wit the Coordinator of Research, Planning and Evaluation.

Scores on criterion referenced tests will contribute significantly to teachers' assessment of their teaching effectiveness. They will also aid parents in making their program choice(s).

D. Responsibility

The Coordinator of Research, Planning and Evaluation is responsible for coordinating the implementation of these objective-setting and evaluation processes into the District. The principals and teachers, assisted by parents, are responsible for developing program objectives, designing criterion referenced tests, and establishing the desired level of achievement for each pupil.

E. Federal Funding Agency Requirements

1. Purpose

The Federal funding agency will appoint a research/consulting firm, such as the Rand Corporation, to conduct an evaluation of the voucher demonstration. The purpose of the evaluation is twofold: (1) to determine whether the application of the voucher concept by the District is a feasible method for improving the quality of education, particularly of disadvantaged children, and for granting parents, particularly disadvantaged parents, greater control over their childrens' education, and (2) if the voucher conept is in fact effective in achieving the above objectives, can any improvements be made in the present model to make it even more effective.

The Federal funding agency has stated emphatically that it is in no sense attempting to rate teachers or principals and consequently that it (and its contractee) will not evaluate personnel.

2. Components Of Evaluation

There are three major components in the Federal Funding agency's evaluation.

a. Questionnaire

The outside research/consulting firm will ask teachers to complete a questionnaire regarding the impact of the voucher demonstration on them, e.g., addition or loss of freedom, improved or decreased teaching effectiveness, same/extra amount of work.

b. Classroom Observations

The outside research/consulting firm will also spend a half day once or twice a year during the demonstration observing each classroom in order to determine the attitudes/responsiveness of pupils, their involvement, whether the program complies with the description provided to parents, and the like. The Federal funding agency stresses that the purpose of these observations is not to evaluate teachers.

c. Achievement Testing

The outside research/consulting firm will be required to administer, or assure that the District administers, achievement tests twice a year in order to assess program effectiveness. The Federal funding agency assures that teachers' names will not be disclosed.

E.I - Internal Structural Modifications/New Construction

A. Definitions

1. Internal Structural Modifications

Internal structural modifications will involve either installing walls, e.g., to transform a large non-classroom area into two or more classrooms, or removing non-load bearing walls to increase classroom area.

2. New Construction

New construction refers to (1) vertical expansion, i.e., adding one or more floors on the top of one (or more) of the District's elementary schools, (2) horizontal expansion, i.e., adding a "wing" on the side of one or more of the District's elementary schools, and (3) the construction of an entire new school facility.

B. Rationale for Expenditure

1. Internal Structural Modifications

A given program may be over-applied because of its popularity per se or because enrollment increases during the voucher demonstration due to an influx of pupils now attending non-District schools (e.g., parochial schools). Also a new program/instructional approach may require a certain space configuration, e.g.,"the open classroom". If either of these situations exist, internal structural modifications will be considered provided that:

. Internal structural modifications are less costly than leasing a non-school facility or portable classrooms.

. An appropriate, cost-saving non-school facility is unavailable.

2. New Construction

New construction, i.e., vertical or horizontal expansion (and in the extreme case, constructing an entire new school facility) will be considered if the situations cited in sub-section B.1 exist and all feasible internal structural modifications have been undertaken.

C. Extent of Feasibility in District's Elementary Schools

1. Internal Structural Modifications

Based on a review of the elementary schools and discussions with the District's Supervisor of Buildings and Grounds, it was determined that internal structural modifications are feasible in all of the District's ten elementary schools, except Barnard, as noted below.

a. Internal Modifications are Feasible Throughout

The following schools lend themselves to internal modifications throughout because they have non-load bearing walls:

. Davis, Jefferson, Roosevelt, Trinity, Ward and Webster.

b. Limited Internal Modifications are Feasible

The following schools lend themselves to internal modifications in limited areas only:

. Columbus: only the second floor has removable walls.

. Mayflower: there are removable walls in some areas of the older building as well as in the kindergarten of the new building.

. Stephenson: only in very limited areas due to age (built in 1916) and the small size of the building.

c. Internal Structural Modifications Infeasible

Internal structural modifications are not feasible at Barnard because the building is so old.

2. New Construction: Vertical/Horizontal Expansion

Vertical and/or horizontal expansion appears feasible in the District's ten elementary schools, except Stephenson.

a. Vertical and Horizontal Expansion

The following schools lend themselves to both vertical and horizontal expansion:

- Columbus: horizontal expansion - 4 more classrooms at ground level and another 4 above them if the State Education Department approves using adjacent Feeney Park as a school playground.

  vertical expansion - 12 more classrooms if the footing design* permits.

- Davis: horizontal expansion - 6 or more classrooms can be added at ground level and another 6 above it.

  vertical expansion - at least 10 more classrooms if the footing design permits.

- Jefferson: horizontal expansion - 6 more classrooms at ground level and 6 more on the second story.

  vertical expansion - 4 more classrooms on next level of new addition if the footing design permits.

- Trinity: horizontal expansion - at least 10 more classrooms on each of two stories.

  vertical expansion - 8 more classrooms on top of the original building if the footing design permits.

- Ward: horizontal expansion - at least 12 more classrooms on the West elevation of building.

  vertical expansion - 15 more classrooms over the existing flat roof.

* Footing design refers to the sub-structure which supports a building's foundation and determines the building's capacity for vertical expansion.

b. Horizontal Expansion

The following schools lend themselves to horizontal expansion only:

- Barnard: 4 more classrooms at ground level and another 4 above them.
- Roosevelt: original building has space for 2 more classrooms on each of 3 floors. Behind the new addition, 3 more classrooms may be built on each of 3 floors if some parking is re-located.

c. Vertical Expansion

The following schools lend themselves to vertical expansion only:

- Mayflower: 6 more classrooms over the auditorium in the new addition if the footing design permits.
- Webster: 6 more classrooms above the flat roof area.

3. New Construction: Entire New School Facility

It is beyond the scope of this study to indicate exactly where in New Rochelle an appropriate site for a new school building exists. Any land that is acquired (or already owned by the District) must meet State Education Department requirements and new construction must conform to State Education Department/Board policy stipulations.

D. Procedure for Making Internal Structural Modifications/New Construction

The Voucher Project Manager will advise the Superintendent of the need for internal structural modifications or new construction if either or both of the conditions stated under sub-section B exist. The Manager, working with other District personnel, is responsible for determining: (1) whether internal structural modifications will be sufficient or whether new construction (horizontal/vertical expansion, or new facility) is necessary,

(2) if the school lends itself best to the required modification, or if an entire new facility is required, whether an appropriate (and available) site exists, (3) the cost impact of the most feasible project, (4) what portion of the cost the Federal funding agency will fund in case of internal structural modification or horizontal/vertical expansion and whether available State/local funds are sufficient to fund the remainder, and (5) whether the change can be completed within time constraints.

Any new construction must be approved by majority vote of the Educational Voucher Authority.

F.I - Regular Voucher

A. Underlying Philosophy

Underlying the voucher concept is the need for District resources to follow parent (pupil) program choice. Conceptually, programs that are responsive to parents' (pupil) needs will draw a greater pupil enrollment. It is equally as important that the teachers and building principals receive the necessary monies to operate their activities effectively.

B. Voucher Value

The regular voucher will be equal in value to the average annual amount of money the District plans to spend on each public elementary pupil. However, the amount of money available to teachers and building principals to operate their programs and run their buildings equals the number of elementary school pupils admitted to each program/building times the value of the regular voucher after excluding (1) certain systemwide administrative costs which are common to all schools and persons in the District, and (2) all special program and parochial school monies. These deductions are necessary to determine only the District's on-going costs of elementary education.

Since salaries for existing teachers and staff will differ among programs and schools due to years of service and qualifications, the voucher monies provided each program and school will be adjusted to reflect actual salaries, at least in the initial years of the demonstration.

C. Computation of Voucher Amount for Each Elementary School

1. Treatment of Operating Budget Accounts

Given the definition of The Voucher Plan for New Rochelle, namely, a plan limited to the public elementary schools, the voucher amount available to school building personnel (e.g., principals and teachers) equals the direct elementary

instructional costs plus certain support costs. Other support costs (e.g., Board of Education, Superintendent, bus transportation) will be excluded from the voucher amount, and treated by the District as in the past.

The District will treat each major expense account in its operating budget as discussed herein. It is assumed that none of the costs identified with elementary education will include monies earmarked for special programs and parochial school education.

a. Board of Education costs (A/C 010-080) will not be included in the regular voucher amount.

b. Central Administration costs (A/C 110-160-2) will not be included in the regular voucher amount.

c. Supervision-Principals costs (A/C 211) will not be included in the regular voucher amount except for:

- salary cost of elementary school principals
- salary cost of assistant elementary school principals
- salary cost of non-teaching (civil service) support personnel (e.g., clerical)
- salary cost of general school aide
- supplies and materials
- other expenses.

d. Supervision, Other costs (A/C 212) will be included in the regular voucher amount except for a portion of the cost for audio-visual, curriculum library, music, space science and speech and hearing based on a per pupil allocation.

e. Teaching Block and Mini Grants costs (A/C220) which includes almost 90% of the District's instructional costs will not be included in the regular voucher except for:

. elementary teachers salaries

. clerical aides assigned to the elementary schools

- instructional and other

- luncheon monitors

. elementary school instructional supplies

. elementary school other expenses

. elementary school block grants.

Each of these items can be specifically identified with the elementary schools. Substitute teacher costs will be allocated to all schools (elementary, junior high and senior high) based on pupil enrollment.

f. Co-Curriculum Activities costs (A/C 280) will not be included in the regular voucher amount since it applies only to secondary education.

g. Inter-Scholastic Athletics costs (A/C 281) will not be included in the regular voucher amount since it pertains only to secondary education.

h. Guidance costs (A/C 291) will not be included in the regular voucher amount since it is used only at the secondary level.

i. Phycological Services costs (A/C 292) will be included in the regular voucher amount as follows:

. costs of personnel, supplies and the like identified directly with elementary education

. a portion of the amount remaining after all direct cost identifications with the elementary and secondary levels based on a per pupil allocation.

j. Attendance Services costs (A/C 293) will remain as a central administrative activity, and therefore will not be included in the regular voucher amount.

k. Health Services costs (A/C 294) which covers health services dictated primarily by the State will be included in the regular voucher amount as follows:

. costs of personnel, supplies and the like identified directly with elementary education

. a portion of the amount remaining after all direct costs identifications with the elementary and secondary levels.

l. Social Work Services costs (A/C 295) will be included in the regular voucher amount based on a per pupil allocation.

m. Education Learning Center costs (A/C 296) will remain with the Center (Washington School) since it represents an activity outside the scope of The Voucher Plan.

n. Special Schools cost (A/C's 311 - summer high school, 312 - continuing education, 313 - extended day school) will not be included in the regular voucher amount since they do not apply to elementary education.

o. Community Services costs (A/C 400) will not be included in the regular voucher amount.

p. Transportation costs (A/C 510) which results from State Education Department and Board of Education policy and desegregation rulings in New Rochelle will not be included in the regular voucher amount.

q. Buildings and Grounds costs (A/C 600) will not be included in the regular voucher amount except for:

. custodian and other personnel cost identifiable directly with the elementary schools

. fuel and utilities costs identifiable directly with the elementary schools

. supplies and materials costs identifiable directly with the elementary schools

. contract service costs identifiable directly with the elementary schools.

r. Data Processing costs (A/C 720) will not be included in the regular voucher amount since the service is provided systemwide and should continue to be controlled by District administration.

s. Employee Benefits costs (A/C 730) will be included in the regular voucher in direct relationship to all salaries of employees included in the regular voucher.

t. Insurance costs (A/C 740) will be treated as a Districtwide activity and therefore not included in the regular voucher amount.

u. Unclassified costs (A.C 750) will not be included in the regular voucher amount.

v. Debt Service costs (A/C 800) will be treated as a Districtwide activity and therefore will not be included in the regular voucher amount.

w. Interfund Transfer costs (A/C 900) will not be included in the regular voucher amount except for the following:

. elementary school textbooks and library books

. elementary school furniture and equipment.

2 Voucher Computation

The School Business Administrator, after making all of the cost allocations discussed above, will determine the average dollar value for the public elementary school voucher. He will accomplish this by dividing the total dollars remaining after making the adjustments cited above by the total number of pupils.

Next, he will identify the dollar amount of each voucher which can be assigned specifically to building administration by:

a. Identifying building administration cost items:

(1) Supervision, Principals costs (A/C 211)

(2) Lunchroom monitors (A/C 220)

(3) Health Services costs (A/C 294)

(4) Buildings and Grounds costs (A/C 600)

(5) Employee Benefits costs (A/C 730)

b. Dividing these costs by the average dollar value for the elementary schools computed above.

c Multiplying the resulting percentage in Step b by the voucher amount.

Once the instructional and administrative portions of the voucher amount are determined, the teachers and building principals can then determine the dollars available to them for the next school year to operate their programs and run their buildings by multiplying the anticipated or admitted enrollment by the two voucher amounts.

D. Timing

It will be necessary for the School Business Administrator to compute the voucher amount at various times during the school year.

1. Initial Voucher Year

Assuming that The Voucher Plan is implemented in September 1974, the Administrator will compute the voucher amount in late Spring or early Summer, once program/school enrollment had been set and hopefully before the Board of Education has approved the 1974-75 budget. (The 1974-75 budget will be prepared in a similar fashion to existing procedures, except that the District will make every effort to include resource requirements for new and modified programs in budget development).

2. Succeeding Years

In the second and succeeding years of the voucher demonstration, the School Business Administrator must determine a voucher amount at the following times:

a. He must compute a tentative voucher amount in early Fall to assist the teachers and building principals prepare the next year's operating budget using projected enrollment figures. These figures will be developed with the assistance of the Voucher Project Director and other central office staff, and will be based primarily on the program/building enrollment experience of the prior year(s).

b. He must compute a final voucher amount after the program/school enrollments have been set and at the time the Board of Education approves the District's budget. This will allow the building principals and teachers to make changes in their budgets to reflect actual enrollment before the Board approves the budget.

E. Value of Regular Voucher in Event of Transfer

1. Transfer from One Voucher School to Another

a. Sliding Front-Loaded Scale

If a child transfers from one voucher school to another during the academic year, a sliding front-loaded scale should be used to determine the proportion of the regular voucher money which is allocated to his "original" school and his "new" school. A sliding front-loaded scale (as shown in the table below) favors a child's "original" school and grants it an increasing share of the regular voucher money the later in the year the transfer occurs. This appears to be the most equitable approach since it attempts to minimize the dollar drain on the original school yet still "rewards" the new school for being selected by the parents. Further, it recognizes typical program expenditure patterns in a District (i.e., expenditures tend to be concentrated early and mid-year versus year-end) and, therefore, minimizes disruptive financial effects on programs and pupils.

Period of Attendance*	Percent of Voucher Remaining with "Original" Voucher School	Percent of Voucher Allocated to "New" Voucher School
1st September, October, November	65	35
2nd December, January, February	80	20
3rd March, April	90	10

*Except in extenuating circumstances, transfers will take place only at the end of each attendance period.

b. Pro-Rated

Another alternative is to pro-rate the allocation based on the percent of the school year which has expired/remains at time of transfer. This approach is not favored since it in effect penalizes the "original" school because of expenditure patterns.

c. Back-Loaded

A third alternative would be to back-load the allocation, i.e., favor the "new" school. This is the least equitable of the three alternatives considered since the dollar drain on the original school could be sufficiently detrimental to hurt the educational experience of the pupils remaining in the program. Also, it does not take into consideration the typical spending patterns in schools.

2. Transfer from a Voucher to a Non-Voucher School

If a pupil with a regular voucher leaves the demonstration, the amount (given the sliding front-loaded scale described in the above table) which would have been allocated to his "new" voucher school, should be transferred to his "new" non-voucher public school in the District.

An alternative would be for the dollars to revert to the District's central office. However, this approach would not provide the "new" school with any financial relief for supplies, materials, textbooks and the like.

F.II - Compensatory Voucher

A. Underlying Philosophy

Under the voucher concept, as defined by the Federal funding agency, additional money will be provided for children who qualify as disadvantaged since a larger share of educational resources should be made available to them. The Center for the Study of Public Policy states in its report, Education Vouchers (prepared for the U. S. Office of Economic Opportunity) that: "America must reallocate educational resources so as to expose "difficult" children to their full share of the bright, talented, sensitive teachers, instead of exposing them to less than their share, as at present. Society must make working with disadvantaged children a prestigious and highly-paid career. This means that if schools that enroll disadvantaged children are to get their share of able teachers, they must be able to pay substantially better salaries and provide substantially more amenities, (e.g., smaller classes, more preparation time) than schools which serve advantaged children."

Gifted children also require additional instructional attention and therefore they too should be entitled to supplemental funds. However, the Federal funding agency is not sympathetic with this viewpoint.

B. Bases for Determining Eligibility

Until recently, the Center for the Study of Public Policy and the Federal funding agency were suggesting the use of scores on standardized tests (e.g., the Metropolitan Readiness Test) and income level as the bases for determining eligibility for the compensatory voucher. However, at the time of writing this report, they are attempting to identify more equitable alternative methods for determining eligibility. Accordingly, the District will work with Center personnel to identify an eligibility basis for New Rochelle that will focus on the neediest children in the school system.

No matter what basis is established, the Federal funding agency has agreed to provide compensatory voucher monies for approximately 25% of the Districts' elementary school pupils.

C. Compensatory Voucher Plan

1. Flat Rate Per Pupil

As of the writing of this report, the Federal funding agency indicated a flat rate of $250 per pupil for the compensatory voucher. This amount represents approximately one-third the national average per pupil expenditure in public schools. We do not believe $250 is sufficient to achieve in New Rochelle the underlying purpose of the compensatory voucher -- to encourage schools to meet the needs of disadvantages pupils -- since the New Rochelle's average per pupil expenditure is much higher, and many of the pupils who might otherwise receive compensatory monies would not be eligible since Title I funds already cover them for comparable purposes. Further, the Fleischmann Report on the Quality, Cost and Financing of Elementary and Secondary Education in New York State suggests that compensatory type monies should be equivalent to about half the average per pupil expenditure to achieve the desired result.

2. Adjustment for Title I Receipients

Those children who are eligible for Title I funds will receive a discounted compensatory voucher equal to the regular compensatory voucher less the average per pupil instructional (not total) expenditure under Title I.* This deduction prevents overlapping given that the underlying

*This is a Federal funding agency stipulation.

purpose Title I funds and the compensatory voucher is very similar and it does not discriminate against compensatory voucher pupils who are ineligible for Title I funds. (Eligibility for Title I funds is based both on income level and test scores).

D. Use of Compensatory Voucher Funds

According to the Federal funding agency's regulations, compensatory voucher funds are restricted to the programs attended by children eligible for these funds. However, they are not restricted to "eligible" children only within each program.

E. Value of Compensatory Voucher in Event of Transfer

1. Transfer from One Voucher School to Another

If a child transfers from one voucher school to another during the academic year, we recommend as with the regular voucher, that a sliding front-loaded scale be used to determine the proportion of the compensatory voucher money which is allocated to his "original" school and his "new" school. A sliding front-loaded scale (as shown in the table below) favors a child's "original" school and grants it an increasing share of the supplementary voucher money the later in the year the transfer occurs. However, because the Federal funding agency provides compensatory vouchers to meet disadvantaged childrens' special needs, we modified the scale from that of the regular vouhcer to give the "new" voucher school a slightly greater percentage of the compensatory voucher money in the first and second periods of attendance.

Period of Attendance*		Percent of Voucher Remaining with "Original" Voucher School	Percent of Voucher Allocated to "New" Voucher School
1st	September October November	55	45
2nd	December January February	70	30
3rd	March April	90	10

*Except in extenuating circumstances, transfer will take place only at the end of each attendance period.

2. Transfer from a Voucher to a Non-Voucher School

a. "Central Pot"

If a pupil with a compensatory voucher leaves the demonstration, we recommend that the amount (given a sliding front-loaded scale per the table above) which would have been allocated to his "new" school, if it had been a voucher school, be transferred instead to a "central pot." The funds in this "pot" will be available for contingencies involving "compensatory voucher children" in any of the District's voucher schools including pupils eligible for compensatory vouchers who enter the District and register in a voucher school after the admissions procedures is in process, or completed. (The amount granted such pupils will be based on the proportion of the school year remaining and the monies available in the pot). Any monies remaining in the "pot" at year-end would reduce the total amount made available to the District for compensatory vouchers the following year.

b. Retained in Last Program/School

An alternative is for the entire value of the compensatory voucher to remain in the child's last voucher program/school if he transfers to a non-voucher school. The unspent portion could either be retained for use in the program to which he was assigned or it could be made available to the principal to spend as he deems best.

F.III - School by School Budgeting and Financial Accounting

A. Underlying Philosophy

Under the voucher concept as defined by the Federal funding agency, processes must be established for planning and utlizing regular and compensatory voucher monies in accord with parent (pupil) choice. Such processes must recognize the total amount of monies provided the teachers and building principal based on pupil enrollment and the way in which these funds will be budgeted and utilized during each school year. Interpreting this operationally, the Federal funding agency requires the District to budget and account on an individual program basis, the amount of money in each program being determined by pupil enrollment.

B. Description of Systems

Simply stated, the District will modify its existing budgetary and accounting systems to identify revenues and expenditures by programs (as defined in the Voucher Plan). Each program will be further defined by each expenditure account. The expenditure accounts utilized will be in accord with the District's chart of accounts. Accounts for regular and compensatory revenues also will be maintained to control the full amount of monies distributed to each program.

1. Budget Preparation

As a first step in budget preparation, the School Business Administrator will compute the anticipated value of the regular voucher for the next school year. Concurrently, the Superintendent, with building principals and teachers will develop enrollment projections by program/buidling.

Included in each program enrollment estimate will be the number of disadvantaged children qualifying for compensatory vouchers. From this data, teachers and principals will compute the total revenues available to them during the next school year.

Teachers and building principals will prepare a budget for each program (using District personnel and non-personnel expenditure accounts). The budget will reflect the program's use of both regular and compensatory monies. It should be noted that the per pupil regular voucher amount has been computed on the basis of 25 pupils per classroom (in accordance with present practice). If the actual number of pupils is less than 25, the funds available in that program for non-teacher expenditures will be reduced correspondingly. Thereafter, each building principal will develop an administrative budget for his building (see section F.I for description of items included in the principal's budget).

Before the budgets are submitted to the Superintendent and Educational Voucher Authority for approval, the teachers and principal in each building will review their budgets for the next year to assure that their plans are responsive to parent (pupil) needs and that the monies will be utilized effectively and efficiently.

After pupils are assigned to programs/buildings and the EVA has tentatively approved the total budget amount, the School Business Administrator once again will compute the value of the regular voucher. Teachers and principals will modify their budgets, using the updated amount and the actual enrollments. The budgets will be submitted to the EVA for approval.

2. Budget Implementation

During the school year, teachers and principals will be responsible for operating their programs as described in the program booklet sent to parents. They also should ensure that purchase orders are issued and disbursements are made in accordance with the approved budgets. To aid these persons in accomplishing the latter, the District should issue monthly financial reports. The reports should indicate, as a minimum, the approved budget amounts, encumbrances to date, expenditures to date and unencumbered balances and overdrafts.

3. Financial Accounting

The Districts financial accounting system must be modified to capture encumbrances and expenditures by program/school. In addition to changes in the financial reporting system cited above, the chart of accounts would be expanded in order that purchase orders and other input documents and accounting data can be recorded and accumulated by program. Finally, the accounting system, like the budgeting process, must account for revenues as regular or compensatory.

C. Training of Personnel

Many of the teachers will be preparing budgets, initiating purchase orders, and controlling expenditures within approved budget lines for the first time. They are bound to find these processes confusing, especially in the initial year of the voucher demonstration. Accordingly, the District should hold a series of workshops and follow-up sessions for teachers. Each workshop will be designed to cover a specific area of responsibility (e.g., purchasing materials, preparing budgets). It should include time for instruction, discussion

and a case study demonstrating the application of the concepts and methodology to the participants real-life situation.

The workshops could be conducted by District personnel (e.g., Voucher Project Director, School Business Administrator) or some outside concern knowledgeable in the subject matter and experienced in conducting training programs.

D. Mechanization of System

The District is required to account for, control, and report budgeted amounts and expenditures by program. To accomplish this, the accounting system must be mechanized, most likely on a computer. In assessing its computer requirements, the District also should consider the other systems in the Voucher Plan requiring mechanization: program/school admissions procedures (section A.IX), pupil information collection/retrieval system (section B.III) an teacher information collection/retrieval system (section B.IV). The implementation of all of these systems on an integrated basis would provide District, school, and program management with extremely useful data for planning and operating their respective activities.

The Districts existing computer hardware (IBM 1401) is not capable of accomplishing the task. The District should consider purchasing or leasing a larger machine, or utilizing a service bureau.

E. Staffing

The District will need two additional full time people in the business office. One person will (1) handle the anticipated increase in the number of encumbrances, disbursements, and accounting entries, (2) periodically compute the value of the regular voucher, and (3) monitor the levels of spending within approved

program/school budgets. The other individual will analyze budgets, maintain budget control, develop budget forms and procedures, and work with teachers and principals in developing their budgets. The Federal funding agency will assume these costs.

Voucher Study Work Plan

The design of the voucher plan (hereafter referred to as The Vouhcer Plan) for The City School District of New Rochelle was accomplished over a five-month period commencing at the end of February, 1973 by Peat, Marwick, Mitchell & Co. with assistance from representatives of the District, as well as of the Federal funding agency and the Center for the Study of Public Policy.

The major steps undertaken by Peat, Marwick, Mitchell & Co. to accomplish the study's objectives are described herein.

Step 1: Review of Present Situation in the District

This step included gather information on: (1) age and other pupil statistics, (2) the location, utilization, and expansionary possibilities of each of the Districts's ten elementary schools, (3) the type and diversity of educational programs currently offered in the District's elementary schools, (4) systemwide expenditure levels and the availability of personnel and teaching materials, (5) school system organization and management processes, (6) the District's methodologies for evaluating programs and children's performance, (7) the District's policies and practices regarding areas such as desegregation, transportation, and teacher hiring/ transfers, (8) restrictions/requirements imposed by the New York State Constitution and laws and the New York State Commissioner of Education's Regulations.

CITY SCHOOL DISTRICT
New Rochelle, N.Y.

VOUCHER FEASIBILITY STUDY

VOUCHER PLAN CRITIERIA
April 10, 1973

These criteria represent features of the voucher concept that the parties (The City School District of New Rochelle and the Office of Economic Opportunity/ National Institute of Education) want to see tested in the course of the study.

LOCALLY IMPOSED:

1. The voucher plan will be limited to the public elementary school system.
2. Parents, pupils and teachers will have the opportunity to choose among alternatives within a voucher plan.
3. The voucher plan will provide the community with appropriate pupil, teacher and curriculum information, and relevant counseling services to assist parents in selecting schools and programs for their children.
4. The Board of Education which is the Education Voucher Authority will have the authority to implement a voucher plan.
5. The voucher plan will be compatible with the existing School District desegregation orders.
6. The voucher plan will not produce academically or socio-economically segregated schools.
7. The voucher plan will be consistent with existing School District policies and practices.
8. The voucher plan will be compatible with the existing New York State Constitution and Laws.
9. The voucher plan will not violate any existing union agreements.
10. No teacher, administrator, or other staff person will be terminated as a result of a voucher plan implementation; sufficient funds will be provided for retraining up to one year.
11. The voucher plan will minimize financial problems resulting from the termination of Federal voucher funding.
12. The voucher plan will allow the District flexibility in designing and implementing varied curricular offerings.
13. The voucher plan will provide equal opportunity for physically handicapped pupils where feasible.

OEO IMPOSED:

1. All unfilled places in over-applied schools will be filled by a system of random selection.
2. All parents of elementary school age children residing in the New Rochelle School District will be informed of their eligibility for participating in this voucher plan.
3. The voucher plan will continue to provide and expand school-by-school budgeting and financial accounting.
4. The voucher plan will provide for a comprehensive pupil and teacher data system.

Step II: Federal Funding Agency's Requirements

Step two involved determining those factors which the Federal funding agency required to be included in a voucher plan, e.g., comprehensive open enrollment, school-by-school budgeting, and provision for an Education Voucher Advisory Committee.

Step III: Examination of Completed Voucher Plan Studies

Several voucher plans, designed for other communities, were evaluated in terms of their strengths and weaknesses. When available, community reactions and concerns, and bases for support or rejection were also considered. In addition, Peat, Marwick, Mitchell & Co., as well as representatives of various interest groups in the District, made a trip to Alum Rock, California, the site of the only on-going voucher demonstration in this country. The purpose of the trip was to obtain firsthand knowledge of the reactions of parents, teachers, principals, and administrators to the voucher concept and profit from their experience with the system.

Step IV: Identification of Criteria

A list of fifteen criteria was established in Step four (see facing page). The criteria are, in effect, principles or guidelines to which The Voucher Plan must adhere. The criteria include provisions regarding compliance with the District's desegregation order/policy, the assurance that parents will be provided with appropriate information to make reasonable program/school selections, and requirements of the Federal funding agency regarding school-by-school budgeting and accounting.

Since the criteria are such a significant element in The Voucher Plan design, they were disseminated to the public through existing school media and the local papers, as well as discussed by certain building principals at neighborhood meetings. In addition, they were presented for review to the principals, to representatives of the United Teachers of New Rochelle and of the PTA, as well as to the Board of Education.

Step V: Enrollment Projections

A grade-by-grade enrollment projection was made for each of the District's ten elementary schools over the next five years. The projection was based on demographic information available from The City of New Rochelle. The purpose of the projection was to obtain an indication of excess capacity in each building and hence its ability to accommodate pupils who transfer from their local school under the voucher concept.

Step VI: Major Components of The Voucher Plan

This step entailed preparing a detailed outline of all the major and sub-components, or topics, to be covered in The Voucher Plan. Where applicable, alternative ways of designing each component were included, e.g., the method for adopting The Voucher Plan, the design of the voucher form, and the like. The outline was reviewed with members of the District's administrative staff to assure consistency with the criteria.

Step VII: Drafting The Voucher Plan

Peat, Marwick, Mitchell & Co. prepared an initial draft of The Voucher Plan and then reviewed The Plan at a series of meetings attended by representatives of the District's central administrative staff, the PTA, the United Teachers of New Rochelle, principals, the Federal funding agency, the Center for the Study of Public Policy, and finally the Board of Education.

In designing The Voucher Plan initially as well as in making revisions as a result of these meetings, Peat, Marwick, Mitchell & Co. tried to be sensitive to the viewpoints of all affected groups, but obviously could not be responsive to all their suggestions on controversial issues. In such cases, Peat, Marwick, Mitchell & Co. had to take a definite stand. The Plan contained in Part II of this document, particularly if it is modified in regard to the inappropriateness of the 4,000 initial pupil requirement and the $250 compensation voucher, reflects what Peat, Marwick, Mitchell & Co. considers best from the District's viewpoint and hence most consistent with the intent of the voucher concept.

Step VIII: Preparation of Final Report

This step entailed submitting a final report to the District that described The Voucher Plan recommended by Peat, Marwick, Mitchell & Co., together with a suggested time sequenced plan for implementing vouchers into the District by September 1974.